

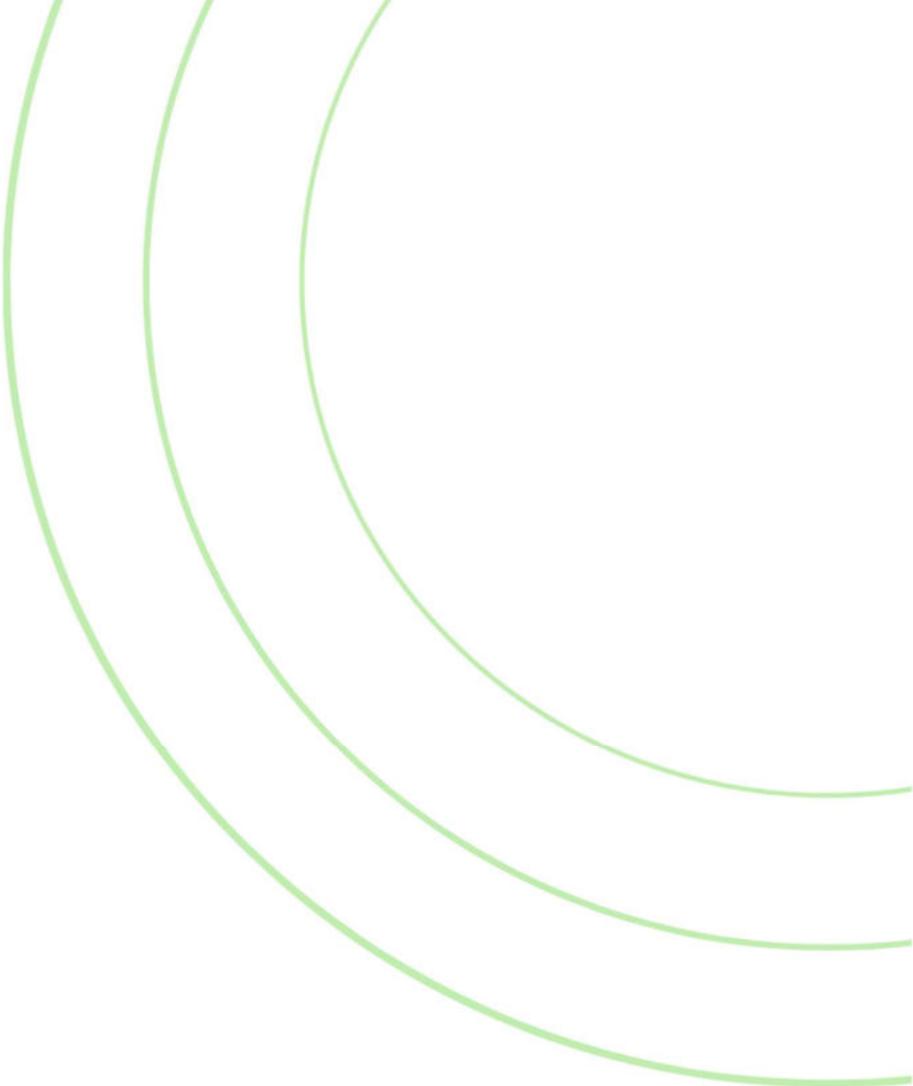


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# 101 CURRICULUM FOR THE EXPERT OF SUSTAINABLE LOCAL DEVELOPMENT EESLD

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This document has been produced respecting gender equality. The reference to male and female gender is always implicit.

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## LIST OF ABBREVIATIONS

BMNT: Federal Ministry for Sustainability and Tourism  
CAC: CO2 capture and storage  
COR: Romanian Occupation Classification  
EAFRD: European Agricultural Fund for Rural Development  
EARDF: European Agricultural Rural Development Fund  
ECVET: European Credit System for Vocational Education and Training  
EESLD: European Expert in Sustainable Local Development  
EGCT: European Grouping of Territorial Cooperation  
EQF: European Qualifications Framework  
ERDF: European Regional Development Fund  
ESF: European Social Fund  
EU: European Union  
FAO: Food and Agriculture Organisation  
GIS: Geographic Information System  
GDP: Gross Domestic Product  
HDI: Human Development Index  
LA: Learning Activities  
LAG, GAL: Local Action Group  
NRNs: National Rural Networks  
OECD: Organisation for Economic Cooperation and Development  
OROK: Austrian Spatial Planning Conference  
PCM: Project Cycle Management  
PISL: Integrated Programs for Local Development  
PMUS: Sustainable Urban Mobility Plans  
POR: Regional Operational Programme  
PPP: Private Public Partnership  
PSL: Local Development Plan  
PTT: Transportation to Work Plans  
RDA: Regional Development Agencies.  
RDP: Rural Development Programme  
SDGs: Sustainable Development Goals  
SKILLED: Sustainable Skills for Local Developer  
SMEs: Small and Medium Size Enterprises  
TUBITAK: Council of Ministry of Science, Technology and Industry of Turkey  
UN: United Nations  
UNWTO: World Tourism Organization  
VET: Vocational Education and Training  
EBCSD: World Business Council for Sustainable Development  
WeCaRe: Welfare Regional Construction Site



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## FIRST PART

**Sustainable development** is an overarching objective in the EU, including in the founding Treaty and the political agenda. In its Sustainable Development Strategy, the EU fixed the aims: to improve life quality through the creation of sustainable communities able to manage and use resources efficiently, tap the ecological and social innovation potential of the economy, ensure prosperity, environmental protection, and social cohesion. These aims are strongly perceived in the EU characterized by a polycentric tendency of territorial development, needy to integrate also peripheral areas (EU Territorial Agenda 2020). Sustainable development is also included within the UN 2030 Agenda and its related 17 SDGs, especially in the Goal 11 – Making cities inclusive, safe, resilient, and sustainable. To reach identified aims, the needs of peripheral territories must be considered, to maintain their economic activity and attractiveness. **The starting point is sustainable local development, able to match territorial planning with most important green economy sectors**, tapping territorial potentialities in terms of socioeconomic development, climate change, energy saving, mobility, natural resources, etc. to pursue a low-carbon economy path.

Given this context, a sustainable local development able to intercept green economy sectors has a great potential to revamp territories' economies. Accordingly, **professionals able to design innovative territorial development plans**, interfacing with technical as well as policy level actors, are strongly needed. The professional figure of the **EESLD, European Expert in Sustainable Local Development**, that the project intends to create replies to this demand. With the first Intellectual Output, all partners worked together to co-design novel professional profiles, map common competencies and specific characteristics, and provide the outputs in all European (and not only) countries.

**The Pandemic situation did not stop partners' work: tasks requested by IO1 were planned and fulfilled to enhance the piloting phase and involve a massive number of VET LEARNERS during the training activities.**



## 1. NATIONAL OR REGIONAL CONTEXTS RELATED TO SUSTAINABLE LOCAL DEVELOPMENT

The definition of the professional profile for the European Expert of Sustainable Local Development at the transnational level followed different steps. All partners contributed, under the coordination of the partner responsible for the O1 development and management.

Project Tasks:

1. **Analysis of national contexts related to the profession and finding of one or more similar figures already existing**, besides their official denominations. Collected information refer to where they work (public/private bodies), which is their learning path (university, masters, or other education and training), and which competencies they obtain (**chapter 1.1 and 3**).
2. **Synthesis of national contexts related to sustainable local development** referring to the following indicators: green economy sectors, competitiveness of productive systems, employment level and workers mobility, social inclusion and services for life quality and territorial attractiveness, enhancement of natural and cultural resources for territorial attractiveness and development, networks and links for mobility and transports, sustainable and efficient use of resources for development, territorial risks prevention (**chapter 2**).
3. **Identification of a “Mentor”** (i.e., individuals already working as local development operators/experts) within their internal staff or through their professional networks using the following criteria: job position covered, level of experience, personal attitudes (**chapter 4**).

These steps were preparatory to the designing phase dedicated to the professional profile of the European Expert of Sustainable Local Development (**chapter 6**).

### 1.1 AUSTRIA, ALPINE PEARLS

Considering the requirements related to the 17 sustainable development goals (SDG) promoted by the UN and EU, the following priorities are particularly relevant to sustainable regional development in Austria:

- Knowledge/Innovation: strengthening the knowledge base and the innovative power of companies, research and training institutions;
- Cross-Border Economy: facilitation of cross-border economic activities with a strong international character, especially the structural adjustment of enterprises in border regions that find new opportunities for development;
- Energy: increasing resource and energy efficiency, especially the use of renewable energy sources and new technologies as well as of environmental investments in companies and in the public sector;



- Gender-Equality: equal opportunities, in particular consistent application of the principle of equality of women and men (gender mainstreaming) as well as higher flexibility and qualification of employees, including enterprises.

Abstract of specific SDG measures:

The decision of Council of Ministers on the 12<sup>th</sup> of January 2016: all governmental departments received the task to realize the Agenda 2030.

Foundation of the working group: SDG responsible persons within all ministries

### *SDG 7 Energy*

Since 2005 renewable Energy grew from 23,9 % to 32,6 % (2017).

With diverse programmes (i.e., klimaaktiv) and financial support (i.e. Umweltförderung, Klima- und Energiefonds), Austria supports companies, communities and individuals of the private sector to invest in environmental- /climate-protection measures.

### *SDG 11 Sustainable Cities & Communities*

There is a substantial overlap between SDG 11 and ÖROK = organisation to coordinate spatial- and regional development questions.

Reference to SDG is integrated into a template for project management for future ÖROK partnerships (i.e., “spatial structure & mobility” / “risk management flood”)

### *SDG 13 Climate Protection*

There are different laws, strategies and initiatives:

- Austrian strategy for adaption to climate change;
- Climate protection law and other relevant laws (i.e. EEffG, KlienG, ÖkostromG, UFG);
- Klimaaktiv;
- Klimabündnis.

Klimaaktiv is a climate protection initiative. The main objective is to develop and disseminate climate-friendly technologies and services. Austrian Energy Agency operates and coordinates actions in the following fields:

- Build & Renovate;
- Energy saving;
- Renewable Energy;
- Mobility.

The Austrian Energy Agency provides consulting and information service, transparent standards, quality management measures and integration of relevant actors.

In 2011, Austria won the EPSA (European Public Sector Award) award for Europe’s Best-Practice concerning “Going green” concrete solutions from the Public Sector.

Regional policy is based on a broad innovation concept including solutions that are:

- Technological;
- Social;
- Organisational;
- Logistic;



- Financial;
- Staff management-related;
- Marketing-related;
- Design-oriented innovations.

## 1.2 GREECE, ANKA

Greece is strongly committed to implementing the 2030 Agenda for Sustainable Development and its 17 SDGs. Greece endorsed eight National Priorities for adapting the 17 SDGs to national needs and circumstances, also in line with the recently adopted National Growth Strategy:

- Fostering a competitive, innovative and sustainable economic growth;
- Promoting full employment and decent work for all;
- Addressing poverty and social exclusion and providing universal access to quality health care services;
- Reducing social and regional inequalities and ensuring equal opportunities for all;
- Providing high-quality and inclusive education;
- Strengthening the protection and sustainable management of natural capital as a base for social prosperity and transition to a low-carbon economy;
- Building effective, accountable and transparent institutions;
- Enhancing open, participatory, democratic processes and promoting partnerships.

Additionally, Greece has successfully endorsed:

- a “whole-of-government” approach, with an active operational Inter-Ministerial Coordination Network, steered by the General Secretariat of the Government, a key centre-of-government entity;
- a “whole-of-society” approach with a robust stakeholder engagement in the gap analysis and stock-taking process, enhancing transparency, partnership and accountability.

## 1.3 ITALY, CFIQ AND FONDAZIONE ITS

The Italian Legislation plan introduced the concept of sustainable development in 2006 by including it among the general principles of the Italian Law Decree n°152 (“Environmental code”).

In Italy, the **National Strategy for Sustainable Development** is divided into five main areas: People, Planet, Prosperity, Peace and Partnership. The sixth area is dedicated to sustainable vectors, considered essential elements to attain national strategic objectives. The National Strategy includes a system to monitor progress towards the Sustainable Development Goals by analysing a set of indicators. The monitoring process is coordinated by the “Italian Alliance for Sustainable Development” (AsviS).



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In 2018 the Piedmont Region officially gave way to the Regional Strategy for Sustainable Development construction, aiming to address policies, programmes, and interventions in line with the challenges posed by the 2030 Agenda.

Piedmont Region Strategy aims at introducing new methodologies to create, guide and define policies and actions of the Region, such as to “ensure the dissociation between the economic growth and its impact on the environment, the respect for conditions of ecological stability, biodiversity preservation and fulfilment of social requirements connected to the development of individual potential as necessary prerequisites for competitiveness and occupation growth”.

The strategy must define tools, priorities, and actions to be taken and ensure unity of planning.

#### **1.4 ROMANIA, POLITEHNICA UNIVERSITY OF BUCHAREST**

In September 2015, Romania joined the leaders of the 193 members of the United Nations, at the Summit on Sustainable Development, in adopting the 2030 Agenda for Sustainable Development, a universal program for global action on development that promotes the balance between the three dimensions of sustainable development - economic, social and environmental. For the first time, movements are addressed to developed and developing countries alike. Central to the 2030 Agenda are the 17 Sustainable Development Goals (SDGs), also known as Global Objectives.

Concrete actions at national level have been planned and executed to pursue the achievement of the 17 SDGs in Romania. The results of these actions are the achievement of goals at various levels. Some results were disseminated through broader channels, and others were more discreetly conducted. However, all the sustainable development goals were pursued. A detailed overview of this topic can be found in the research paper here: <https://www.mdpi.com/2071-1050/11/7/2156>.

#### **1.5 SPAIN, FUNDACIÓN PASCUAL TOMÁS AND IFESCOOP**

The green economy is integrated by many heterogeneous activities, attending to its diverse economic nature, technological content, and the objectives and tasks to be developed. While some of these activities seek to correct, minimize or regenerate the adverse effects on the environment of other human actions or prevent and control pollution before it occurs, other activities try to transform the production of goods and services into a new one. The sustainable development paradigm offers new products that respect the environment and eco-efficiency.

The development of all these activities has had a considerable impact on the job market of the Valencian Community. The effect was either through the generation of new employment sites or the transformation of jobs through qualification, training and adaptation to the new lines of companies' work.



Climate change is not a threat; it is a reality. With only 12 years to reduce carbon emissions, the Valencian Community (and the whole of Europe) has to base its future on a sustainable economic strategy.

We defend a strategy on several fronts that includes the reduction of working hours in the entire economy, investment in renewable energy and the prioritization of local production and sustainable financing.

## 1.6 TURKEY, YASAR UNIVERSITY

In Turkey, the development plans are prepared by the Presidency of Strategy and Budget. The Turkish Development Plan, called the “First-Five Year Development Plan”, was first introduced by the Ministry of Development for the period between 1963-1967. These plans provide a long-term road map in raising the position of Turkey in international GDP ranking by the IMF and welfare and development ranking by the UN.

In 2019, the Turkish government introduced the 11th Development Plan for the years covering 2019-2023. The main goal of this plan to increase GDP (Gross Domestic Product) to \$1.08 trillion by 2023, with a per-capita income goal of \$12,484.

**The Eleventh Development Plan** focuses on economic and human capital and channeling them to more productive areas in the long run by providing strategies. The 11th Plan adopts the rule of law values, constitutional rights and freedoms secured and strengthened by solid democracy as foundations of development. Its priority goals include economic stability and prosperity, improved and more equally shared welfare in human, social and spatial growth. Thus the 11th Development Plan focuses on five fundamental pillars to achieve the vision of “a stronger and more prosperous Turkey that produces more value and shares more fairly” (Presidency of Strategy and Budget, 2009), namely:

- Stability in economic growth;
- Competitive production and efficient productivity;
- Skilled human capital and strong social welfare;
- Livable cities and sustainable environment;
- The rule of law, democratization and good governance.

Under the 11th Development Plan, priority development areas are:

- Agriculture;
- Tourism;
- Defence industry.

The Plan aims at boosting domestic production and accelerating industrialization, particularly in priority sectors, such as chemical industry, pharmaceutical and medical devices, electronics, machinery and electrical equipment, automotive and rail system vehicles.



## 2. TOOLS FOR LOCAL DEVELOPMENT

### 2.1 AUSTRIA, ALPINE PEARLS

National Rural Networks (NRNs) operate in each EU Member State to support and enhance rural development objectives enable and facilitate exchange and learning between all the partners involved in policy implementation. Coordination of the various public agencies whose activities impact spatial planning and development is the responsibility of the BMNT (Federal Ministry for Sustainability and Tourism), supported by the Austrian Spatial Planning Conference (ÖROK, “Österreichische Raumordnungskonferenz”).

Rural Development in Austria is managed nationally through one Rural Development Programme (RDP), funded under the European Agricultural Fund for Rural Development (EAFRD) and national contributions. The RDP sets out priority approaches and actions to meet the needs of the specific geographical area it covers. Implementation happens through regional LAG (Local Action Group) of LEADER-initiative (Liason entre Actions de Développement de l'Economie Rurale).

As Nature Parks and tourist destinations play an important and active role in regional development in Austria, a Regional Development Manager should be aware of those (legal) fields.

As Austria is predominantly a rural and touristic country, tourism and agriculture play a significant role in regional development. With a GDP percentage of 15,3% and approximately 300.000 FTE (full-time equivalent), employees/employers, the tourism & leisure industry has significant importance for Austrian economy. Tourism has a high impact on mobility and climate change, so it must be mentioned as Key Sector for sustainable regional development in Austria. As tourism is the most critical economic sector in considerable parts of rural areas, the future of those regions depends on this industry.

### 2.2 GREECE, ANKA

One of the most critical growth-promoting tools of the country is the Rural Development Programme of Greece (RDP) 2014-2020. It is based on a vision for integrated development and sustainable competitiveness of rural areas. It aims at enhancing the competitiveness of the agri-food sector, promote the multifunctional role of the rural regions and protect the environment.

The strategy for the rural development during the programming period 2014-2020 ensures the continuity of operations implemented during the previous programming period. It constitutes a starting point for new innovative operations in rural areas and the rural economy.

It is structured around three interdependent and complementary vital objectives:

- Creating a robust, competitive and viable agri-food system;
- Promoting sustainability of the agri-food system and rural areas;
- Creating viable and multifunctional rural areas.



These objectives are mainly achieved by:

- strengthening competitiveness and agri-food system productivity by enhancing the added value of agricultural products;
- developing human resources and strengthening the entrepreneurial culture;
- protecting and managing natural resources and biodiversity, as well as the mitigation and adaptation to climate change;
- providing basic services and improving the quality of life in the countryside;
- fostering social cohesion in rural areas and the rural diversification.

Some new elements are introduced on the implementation side, such as the delegation of certain measures to the Regions and territorial and/or sectoral specialization.

The reform of the structural funds that took place in 1988 allowed the European Union to provide EU member-states with special funding through community initiatives to diminish regional inequalities and contribute to the integrated development of the rural sector, which had been following a downward course in the past few decades. The LEADER I Community Initiative (CI), and the following LEADER II and LEADER+, reinforced the local identity of the regions in which they were implemented, enhanced their natural and cultural resources, brought together local productive sectors like agriculture and tourism, and revived local skills for the first time.

The National Strategic Reference Framework for the Tourism Sector guides the sector's development for the period 2014-20. Greece's tourism strategy aims to promote the country as a global and attractive year-round destination offering unique and authentic travel experiences. Tourism is at the centre of governmental policy for national development, innovation and openness. The main priorities for national tourism policy are to improve the competitiveness, quality, authenticity, resilience, and sustainability of the tourism product and boost investment in high-quality accommodation and other tourism developments with a low environmental footprint. It also takes into consideration the UN Sustainable Development Goals. The five axes of the National Tourism Strategic Plan are as follows:

- High standards of infrastructure, with improvements to the licensing regime to attract high-quality investments, eliminate red tape and optimise the spatial distribution of tourism;
- Respect for sustainability principles;
- Improved accessibility and connectivity by enhancing the country's aviation route network and expanding and upgrading the national network of marinas;
- Better management of the tourism experience to increase quality and attractiveness by focusing on sustainable destination management and tourism education;
- Redesigning the tourism product and redefining the brand and communications to reflect the focus on quality, authenticity, resilience, sustainability and value for money.

Within this framework, the Ministry of Tourism implements policy to diversify the tourism product, upgrade tourism infrastructure and embed the tourism sector in the local economy. These actions aim to create high-quality jobs, increase visitor expenditure, disperse demand, protect and improve natural and cultural resources, and positively spillover effects into the broader national economy.



## 2.3 ITALY, CFIQ AND FONDAZIONE ITS

Turning to the details of the tools that, at the local level, affect the development of territories, declining their actions in a sustainable key, the Piedmont Region can count on **Local Action Groups (GAL)**. GALs are mostly consortiums of public entities, trade associations, foundations, or associations, acting to enhance local potential and promote the consolidation or establishment of operators' networks with a participatory local-development approach. Participatory local development (named “**LEADER**” **local development**) is the tool provided by the EU rules to promote specific sub-regional territories' economic and social growth in an integrated and multi-sector way. The LEADER approach, active for more than 20 years in the rural areas of Piedmont, proposes to strengthen the local design capacity to achieve concrete objectives and extremely specific and realistic results. For this purpose, 14 Local Action Groups (GAL) have been created, each with its own **Local Development Plan (PSL)**, on which basis public tenders are issued.

GALs also aims at involving the economic and social fabric of the Region in the definition of new strategies, such as entering the main structure of the Development Programs (PSL) and programming documents approved by the Region. This allows each GAL area to use resources through the publication of calls for companies and other public and private bodies.

GALs Local Development Plans act on a maximum of three areas, among which there is:

- development and innovation of supply chains;
- sustainable tourism;
- enhancement of both architectural and landscape heritage;
- access to essential public services.

In the Piedmont Region, there are 14 GALs, located in different areas (mountain – countryside). Each GAL acts in various sectors under a “supply chain” logic (tourism, architecture, craftsmanship, cultural heritage, services). GALs operate in territories from 30.000 up to 100.000 citizens.

Other organizations daily engaged in actions aiming at reaching sustainable local development are the **Unioni Montane** (lit. Mountain Unions). These are associations of municipalities classified as “mountain – o partially mountain - municipalities” with less than 3.000 citizens.

In addition, in support of the work done by “Mountain Unions”, a new regional law was approved in 2019 dedicated to protecting the territory, preventing hydrogeological instability, social and economic development, and strengthening the local administrations of the mountain areas. This law includes the following innovative aspects:

- enhancement of sustainable tourism within a mountain environment and recognition of the economic, social, cultural, educational and training value of mountain sports tourism;
- development of digital services to overcome disadvantages and difficulties of marginal areas;



- access to television, postal and mobile phone services by contributing to the activation of new systems to limit the “*digital gap*” between mountain and urban areas; promotion of agreements with the Italian Post Office to give continuity to the services rendered;
- alpine villages conversion/renovation;
- enhancement of local energetic resources through the promotion of interventions for the production of energy from renewable sources, as well as the promotion of a correct development of local supply chains;
- economic support for the creation of *green communities*, local cooperatives, and energy communities that can enhance their economic, environmental, energy, and socio-cultural resources in an integrated and sustainable way, thanks to the resources allocated by the Regional Mountain Fund.

In connection to the Piedmont Region experience, it is important to mention the tools used within the negotiated programming dedicated to local authorities. The most important ones are 5: Contract of program, Territorial pact, Contract of area, Institutional agreement and the framework Program agreement. The **Territorial pact** is the tool finalized to promote and foster local development. It is an agreement promoted by local authorities, trade unions or other public or private bodies finalized to act a set of interventions characterized by specific objectives to foster local development. This specific tool has been relevantly and continuously adopted in the Piedmont Region.

The 2000-2006 programming of the Piedmont Region included many **Integrated Programs for Local Development** (PISL). Those instruments activated the operative programming at a local level in accordance with the European method (Urban and Leader). PISL actively contributed to implementing interinstitutional coordination for the definition of large area strategies by using the feasibility study as a strategic document for the local body.

In conclusion, Piedmont Region, ever since 2017, financed the **WeCaRe – Welfare Cantiere Regionale (Welfare Regional “Construction Site”)** protocol. A Guidance Act on social innovation involving all local “actors” to promote development and social cohesion at the territorial level.

Today the first piloting projects are in a delivery phase and involve socio-welfare services, the third sector and the profit world.

## 2.4 ROMANIA, POLITEHNICA UNIVERSITY OF BUCHAREST

In Romania, a programme framework is aimed at regional development called Regional Operational Programme (“POR”). Each region has developed its own regional operational plan. Each plan is focused on the actual needs of the region, but there are certain common aspects:

- Improvement of the local road infrastructure;
- Support for the transition to a low carbon emission economy;
- Improvement of the local education infrastructure;
- Urban regeneration and conservation of the cultural heritage.



There are eight regions of development in Romania, but they are not administrative-territorial units; they do not have legal personality, being the result of a free agreement between the county and local councils of respective regions. Basically, the local development is carried out by local communities with the support of national bodies.

More or less, the local development in Romania has the following objectives:

- Sustainable local economic growth to achieve generalised welfare social inclusion by strengthening the local economy and allowing the local community to have a stronger position in the region;
- Identification and involvement of all categories of human, material and financial resources that have the capacity to contribute to local sustainable development for mutual benefit;
- Development of local infrastructure (especially for transportation but not only) to attract the attention of potential investors;
- Local marketing to attract investments from private national and international companies;
- Guidance and support for local entrepreneurs to have economic actors directly interested in the local development and welfare;
- Increase the local employment rate, especially by increasing the number of local jobs to avoid commuting;
- Increase of work productivity for greater competitiveness and better salaries;
- Promotion of local tourism at national and international level as the distinctiveness of local geography, architecture, culture, etc. offers cutting edge advantages in the industry;
- Protection and valorisation of local landmarks (natural and man-made) as factors of attraction for tourists;
- Conservation and revitalization of cultural heritage and cultural identity;
- High standards of living for local citizens as a general aim of every community;
- Improvement of local systems of health and education to increase life satisfaction and to prevent the migration to great cities of Romania or more developed countries;
- Promotion of tolerance in order to attract foreign workers and inhabitants considering that a segment of local inhabitants is migrating, generating a negative population growth rate;
- Promotion of sustainable education as a priority;
- Modernization of environmental policies at local level and their alignment to European standards.

The Bucharest-Ilfov region has a specific singularity: it is a concentrated area and the infrastructure has an excellent level of interconnectivity, so it can be considered a single metropolitan zone. The Bucharest-Ilfov region has developed a Regional Development Plan for 2014-2020 on the following areas: infrastructure, environment, economy, tourism and agriculture.

Tourism is considered a key factor for the regional economic development and welfare of the population. Tourism represents an essential action in Bucharest-Ilfov Regional Development Plan 2014-2020, the Cultural Strategy of Bucharest Municipality 2016-2026, and in other operational documents. The specific actions envisage preservation of historical landmarks and monuments, protection of natural landscape, organisation of cultural events, improvement, extension of tourist services etc.



The tourism sector in the Bucharest-Ilfov region has to overcome its current status of intermediate stop to final tourism destinations like the Prahova Valley, Danube Delta or Southern Transylvania.

## 2.5 SPAIN, FUNDACIÓN PASCUAL TOMÁS AND IFESCOOP

An overview of green employment in the Valencian Community is based on the analysis of the main characteristics, the recent evolution expressed by the companies and the expectations and future projections of five sectors of the green economy of the Valencian Community:

- Wastewater treatment and purification;
- Waste management and treatment;
- Renewable energy;
- Environmental services to companies (Consulting, Engineering and Audit);
- Environmental education activities.

The selection of these five sectors responds, first of all, to their importance in terms of participation in green employment and, specifically, to the existence of a consolidated and concrete business sector that allows the creation of a database of companies. Thus, the microeconomic study, on which the analysis presented below is based, focuses on the five sectors of the green economy mentioned above. These sectors concentrate 71.37% of green employment, so the results offered should be considered highly representative of the green economy.

All displacements made in a safe, economical and energy-efficient manner are included within the concept of sustainable mobility, causing the least possible impact on human health and the environment. According to the World Business Council for Sustainable Development (WBCSD), sustainable mobility is one capable of satisfying society's need to move freely, access, communicate, market and establish relationships without sacrificing other current or future basic human or ecological values. Within this definition, different modes of transport are included, among them are:

- Public transport networks;
- Promotion of mobility through non-motorized means;
- Cars and electric motorcycles.

Different municipalities and territories of the Valencian Community have opted to introduce plans and actions in the field of sustainable mobility both in urban areas (Sustainable Urban Mobility Plans - PMUS) and in production and business environments (Transportation to Work Plans - PTT). These measures include introducing improvements in the bus fleet by using alternative fuels such as biodiesel, the implementation of public bicycle rental systems, construction of bicycle lanes, calming traffic measures, pedestrianization of urban areas, promotion of electric vehicles, etc. All these measures aim at reducing the negative aspects of current mobility models, avoiding problems caused by traffic jams, noise, greenhouse gas emissions, and fuel consumption from non-renewable sources and will have significant effects on employment.

The tourism sector plays a critical role in the productive structure of the Valencian Community. The

climate, the geographical situation and the diversity of cultural manifestations constitute elements that make this territory a popular and very visited destination.

This fact has an impact on the environment, not only because most of the tourism is concentrated on the coast, but also due to the provision of infrastructure and the consumption of resources and associated pollution.

For this reason, both the World Tourism Organization (UNWTO) and various organizations, including local ones, promote the development of a tourism more sustainable and less impactful for the environment. Among the different definitions of sustainable tourism, it is worth mentioning the UNWTO's: "Tourism that fully considers the current and future economic, social and environmental repercussions to meet the needs of visitors, industry, environment and host communities".

This implies a responsible use of natural resources without altering ecosystems; respect for the sociocultural authenticity of the visited territories; distribution among the agents involved of the benefits of the different economic activities involved; and additionally, the benefits that tourism in general reports, such as visitor satisfaction.

The development of the sustainable tourism sector allows generating employment and economic benefits in the local population. It can settle population in some rural regions and represents a different reason for the maintenance and survival of some traditions and customs with great social roots, which can, at their Once, constitute a tourist claim.

This type of tourism is usually exercised directly on the attractiveness of natural resources or cultural or landscape heritage, although it can alter it irreversibly at times. In many other cases, it can serve as a stimulant to enhance its management, care and protection, generating employment and putting it in value among tourists and the local population.

Therefore, this type of tourism is postulated as a real alternative for sustainable rural development, compatible with the economic activities that traditionally occur in the rural world (agriculture, livestock and forestry). This type of tourism has a high potential for expansion in the territory of the Valencian Community, taking into account the large areas of forest land, coasts, protected areas, rural areas, etc.

The construction sector, one of the main economic sectors at the regional and national level, has been one of the biggest affected by the financial crisis, drastically reducing its economic activity and the volume of workers after the collapse of the real estate sector during the crises of the past decade. Faced with the reduction of new urban developments, the current trend is the optimization and improvement of existing ones, especially the oldest housing stock. This improvement in both public and private buildings is linked to a large extent to issues related to energy saving, to the new regulatory requirements regarding energy in buildings and to the development of integrated urban development strategies in which the commitment to the rehabilitation of urban spaces and buildings with energy efficiency criteria.

The variety of disciplines covered by the activity of energy rehabilitation is extensive, depending on a high number of factors. Such factors are climate, orientation and location of the building, its age, and materials with which it has been built. This causes the processes to present different needs for actions adapted to each situation. Despite this condition, there are a set of common elements to consider in the rehabilitation processes.



The main actions carried out in the energy efficiency rehabilitation processes are:

- Evaluation of the state in which the house, premises, or buildings is located. At the level of energy efficiency, which includes heat losses due to poor insulation, consumptions of electricity, gas, and other sources, among other elements.
- Installation or replacement of the thermal insulating element of the facade and interior.
- Incorporation of air conditioning elements with renewable energy sources.
- Optimization of equipment energy consumption

### **Specific activities related to mitigation or adaptation to climate change**

Finally, a set of sectors and activities not explicitly analyzed in the previous chapters ought to be considered. Although they do not have a direct responsibility in the fight against climate change, they can be greatly affected in a context of aggravation of the same. Therefore, they will have to assume critical challenges and face changes in their frameworks of action and development. In this sense, the opportunity to generate new jobs or at least reconvert them to adapt them to the new conditions in which they will be developed, could be relevant. A wide diversity of activities and sectors such as health, insurance, tourism, telecommunications and the information society, water resources management can be affected in a context of adaptation to climate change. In the medium term, emerging technologies for CO<sub>2</sub> capture and storage (CAC), applicable to large stationary sources of CO<sub>2</sub>, such as thermal power plants, refineries, cement and other heavy industries, which could be relevant from the aspect of the generation of employment in the medium term.

## **2.6 TURKEY, YASAR UNIVERSITY**

### **Regional Development**

Regional development targets aim to increase in more equally distributed per capita income, the ratio of graduates of higher education and higher education in five regions with low education level and the lowest five regions of industry and services in the regional economy.

### **The Impact on Tourism Sector**

Tourism revenues have faced slower growth with annually 4.9% for the previous (10th) development plan period. The main objective is to develop the sector in line with changing consumer behaviours, extend the season, ensuring an increase in expenditures through advertising tourists who tend to spend more to the country.

### **The Interaction of Global Development Goals**

To ensure the coordination and implementation of UN Development Goals at the national level, the National Sustainable Development Coordination Board will be established under the Presidency of Strategy and Budget with the participation of representatives of local administrations, academia, public and private sector institutions. Turkey's incorporation into the EU's institutional and policy setting is implementing the country to develop a practical regional governance framework. A key element of this system is the establishment of regions at the NUTS-II level, which will be equipped with regional



development agencies (RDAs). Moreover, in line with the agreement reached the EU-Turkey Summits, activities were planned to carry out in key areas such as enhancing cooperation on crucial thematic issues, particularly the High-Level Political Dialogue, sharing on migration management updating the Customs Union.

### 3. EESLD: FOCUS ON SIMILAR PROFESSIONAL PROFILES ALREADY EXISTING

#### Austria, Alpine Pearls

##### Wording of the professional profile – n.1

Area of specialization

Learning paths (university, masters, etc.)

Public or private workers (including freelancers)

Description of main tasks and competencies

##### LOCAL ACTION GROUP MANAGER

Rural development

Generally: University (bachelor) or tourism high school + field experience

General public

Management of LAG

- Supporting Project Executing Organisations during project-developing and realisation;
- Supporting of working- /project-groups;
- Evaluation;
- Public Relations;
- Cooperating with relevant partners concerning development strategy;
- Cooperating and Networking with other LEADER-regions.

##### Wording of the professional profile – n.2

Area of specialization

Learning paths (university, masters, etc.)

Public or private workers (including freelancer)

##### NATURAL PARK MANAGER

Management of Conservation Areas

University (generally master) + field experience

General public



Description of main tasks and competencies	<ul style="list-style-type: none"> <li>• Aligning nature protection with community member interests;</li> <li>• Developing strategies to avoid/solve conflicts;</li> <li>• Planning &amp; Managing of Natural Parks;</li> <li>• Ability to understand flora &amp; fauna in different altitudes;</li> <li>• Scientific documentation and analysis, and identification of proper measures.</li> </ul>
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<p><b>Wording of the professional profile – n.3</b></p> <p>Area of specialization</p> <p>Learning paths (university, masters, etc.)</p> <p>Public or private workers (including freelancers)</p> <p>Description of main tasks and competencies</p>	<p><b>EXPERT/CONSULTANT FOR SUSTAINABLE DEVELOPMENT</b></p> <p>Regional development (know-how to develop successful local development projects)</p> <p>University (generally master) + field experience</p> <p>Freelancers</p> <ul style="list-style-type: none"> <li>• Analysing strengths and weaknesses of a region (or of single aspects/projects in the region);</li> <li>• Defining a development plan (or single projects to be implemented) in cooperation with the local actors;</li> <li>• Supporting the starting phase (including feasibility, financing, partners, etc.);</li> <li>• Supporting the implementation and further development of the projects.</li> </ul>
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**Greece, ANKA**

<p><b>Wording of the professional profile – n.1</b></p> <p>Area of specialization</p>	<p><b>REGIONAL POLICY PLANNING EXPERT / PLANING OFFICER</b></p> <p>Local Development / Poilicy implementation</p>
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Learning paths (university, masters, etc.)

Public or private workers (including freelancers)

Description of main tasks and competencies

University level with master's degree and/or PhD

Public Workers:

- Directors/Heads of the Programming Departments in Regions / Municipalities;
- University Research structures/bodies.

Private workers: Advisors

Main tasks:

- Interpreting the legislation in local policies;
- Specifying objectives and the development policy guidelines;
- Drafting proposals for the formulation of regional development policy;
- Promoting national strategic goals;
- Formulating new strategy recommendations for improvement;
- Checking the efficiency of existing policies.

Main Competences:

- Decision making;
- Creative thinking;
- Leadership skills;
- Excellent communication skills;
- Digital skills.

**Wording of the professional profile – n.2**

Area of specialization

Learning paths (university, masters, etc.)

Public or private workers (including freelancers)

Description of main tasks and competencies

**NATIONAL & EUROPEAN PROJECTS EXPERT**

Regional development / EU programmes

Minimum University level and higher

Usually freelancers / or employees in Development Organisations / Agencies

The National & European Projects Expert identifies the missing development elements in the local community.

Main tasks:



- Knowing the local reality of ongoing projects;
- Finding funding opportunities for local projects;
- Writing and coordinating new proposal applications;
- Supporting local bodies towards regional development.

Competences:

- Excellent networking skills;
- Lobbyist;
- Good understanding of the local socio-economic reality;
- Identification of trends that can support local development;
- Well informed in development policies;
- Communication skills;
- Excellent in problem-solving;
- Team worker;
- Digital skills;
- Acquisition of at least one foreign language;
- Role model.

## Italy, CFIQ and Fondazione ITS

### Wording of the professional profile – n.1

Area of specialization

Learning paths (university, masters, etc.)

Public or private workers (including freelancers)

Description of main tasks and competencies

### HIGHER TECHNICIAN FOR THE PROMOTION AND MARKETING OF TOURIST SUPPLIES AND CULTURAL ACTIVITIES

Tourism

ITS course is a high technical specialization post-diploma (6 EQF level) – 2 years course – addressed to young and adults aged over 18 years.

The professional profile is included in the Standard Regional Training Profiles Repertory (Piedmont Region).

The Technician can join companies (of any size) involved in managing public events (cultural, social...) with a specific focus on marketing and communication strategies either as an employer or as a freelancer.

They can also cooperate with public authorities and national and international consulting companies.

The higher technicians manage and promote the cooperation among public and private companies (cooperative networking) to define a coherent and effective communication and marketing

strategy for local touristic products and services. They valorize touristic and food&wine peculiarities such as innovative incoming facilities services.

They can create networks for specific events (meetings, products/services launch, conventions) inside local territories, valorizing cultural and landscape heritage.

They apply an integrated touristic offer approach; identify and collect information; analyse data; design projects to increase the quality of the touristic services; organize events, promote communication and adopt marketing strategies.

Competencies:

- Analysing the tourist market trends through data collection and statistical analysis;
- Analysing cultural, environmental, natural and landscape resources to define integrated developmental strategies for cultural and tourist offer;
- Identifying and analysing local tourist systems;
- Defining the visual identity of a local territory and designing activities to support and develop actions;
- Implementing networks among tourist actors;
- Defining and planning territorial marketing communication and strategies (both strategic and operational, traditional and digital);
- Defining and monitoring qualitative standards of services.

### Wording of the professional profile – n.2

Area of specialization

Learning paths (university, masters, etc.)

Public or private workers (including freelancers)

### ENVIRONMENTAL TECHNICIAN - LAND RECOVERY AND MANAGEMENT

Agri-food

VET course (5 EQF Level) addressed to young and adults (over 18 years old) with a diploma.

The professional profile is included in the Standard Regional Training Profiles Repertory (Piedmont Region).

The technician can join public or private or consultancy companies as an employer, a cooperative worker or a freelancer with a good level of autonomy and a technological specialization to use specific professional techniques and tools.

Due to the innovative contents of this profile and the increasing opportunities in the field, we expect further development of the job demand.



Description of main tasks and  
competencies (at least 3)

The ENVIRONMENTAL TECHNICIAN (focus on land management and recovery) is involved in designing and managing environmental recovery. The technician can:

- analyse different forms of environmental degradation;
- collect data on the phenomenon;
- find and analyse norms;
- collect and analyse sampling;
- develop the project.

Activities are mainly focused on applying naturalistic engineering techniques, forestry techniques and management and maintenance of protected and green areas.

Working processes:

- Application of the regulatory framework related to the environmental protection and land management;
- Landscape representation;
- Designing of the recovery intervention and land management;
- Sampling and measurements.

Competencies:

- Analysing norms and specific items;
- Analysing the environmental and land issues;
- Contextualizing and applying the sustainable principles;
- Understanding the instructions related to the management of the recovery actions;
- Identifying analytical methodologies and sampling techniques.

Wording of the professional  
profile – n.3

**LOCAL DEVELOPMENT EXPERT / EUROPEAN PROJECT DESIGNER**

Various profile names referred to managers and development agents with a specific focus on management and socio-economical skills or communication and marketing skills

Area of specialization

Local development /policy implementation



Learning paths (university, masters, etc.)

The professional profiles are not included in the Standard Regional Training Profiles Repertory (Piedmont Region). They are specific job profiles (not job qualifications) trained by masters and/or university specialization.

This professional activity usually requires a degree (preferably a humanities or economic degree) and a specific specialization or significant professional experience.

Different roles can characterize the job profiles: territorial plan; strategic marketing; local policies plan; policy evaluation; etc.... But a common cross-characteristic can be traced: the supporting role of the facilitator in the participating policy implementation processes through the involvement of stakeholders and local communities.

Public or private workers (including freelancers)

The local development expert/European project designer can join public or private companies as employees or freelancers.

Description of main tasks and competencies

The expert acts in his/her local community, building networks among strategic stakeholders. Specifically, they can:

- identify and analyse strengths and weaknesses of local development and identify strategies to maximize the opportunities;
- coordinate/monitor/evaluate project design, plan and marketing actions;
- support stakeholders in fundraising and applied norms;
- support the development of new business ideas/new local development projects.

#### Competencies:

- learning the socio-economic dynamics and trends of local territories;
- developing project cycle management skills;
- networking (to be able to manage and monitor the co-construction of public policy design and implementation and multi-stakeholder projects);
- developing fundraising skills.

Along with specific technical competencies, the local development agent/the UE project designer must develop higher soft skills such as:

- communication and active listening skills;
- problem setting and problem-solving;
- team building and team working;
- digital skills;



- foreign language skills.

## Romania, Politehnica University of Bucharest

### Wording of the professional profile – n.1

Area of specialization  
Learning paths (university, masters, etc.)

Public or private workers  
(including freelancers)

Description of main tasks and competencies

### COUNSELLOR FOR LOCAL AND REGIONAL DEVELOPMENT

(“Consilier dezvoltare locală și regională”)  
242229 – COR code (COR – Romanian Occupation Classification)

(Included in) Specialists in administrative policies domain  
University (bachelor)

Not specified (assumed public)

This specialist develops and analyzes the policies regarding the design, implementation and modification of the operations of the governmental and commercial (private) programmes.

### Wording of the professional profile – n.2

Area of specialization  
Learning paths (university, masters, etc.)

Public or private workers  
(including freelancers)

Description of main tasks and competencies

### EXPERT IN DURABLE DEVELOPMENT

(“Expert în dezvoltare durabilă”)  
242232 – COR code

(Included in) Specialists in administrative policies domain  
University (bachelor)

Not specified (assumed public)

This specialist develops and analyzes the policies regarding the design, implementation and modification of the operations of the governmental and commercial (private) programmes.

## SPAIN, Fundación Pascual Tomás and IFESCOOP

### Wording of the professional profile – n.1

### LOCAL DEVELOPMENT AGENT



## Area of specialization

Learning paths (university, masters, etc.)

Public or private workers (including freelancers)

Description of main tasks and competencies

Community Services

Postgraduate training

Both

1.-Analysing the characteristics of the rural environment and the techniques of analysis and data collection, as well as knowing how to interpret them, to be able to revitalize the territory correctly.

Analysing the concept and the bases on which local Development is based and its specific application to the rural environment and the agents that intervene.

- Preparation of a diagnosis of a territory, preferably rural, on the physical, geographical, infrastructure and equipment aspects.

- Collection of data on the territory.
- Conducting interviews in the territory.
- Conducting surveys in the territory
- Treatment of the information collected.
- Preparation of reports on the information collected.

- Preparation of an organization chart of the public administrations at the local, provincial, regional and national levels.

- Application of data collection techniques.

- Talks-Colloquium with Managers and/or professionals of Development Programs in execution.

2.- Analysing the intervention methods for development practically and applying the different work techniques assigned to each of the stages in local intervention.

- Formulation of conclusions on the elaboration of the diagnosis of the territory and proposal of actions.

- Study and analyze proposals on planning and programming using different techniques.

- Design of evaluation methods and application of different evaluation techniques and instruments.

3.-Discovering the associative world as an instrument for participation and the creation of synergies in the territory, as well as knowing the operation and regulatory framework of associations in the territory.



4.-Analyzing the situation of the economic sectors of the territory and their possibilities of diversification and socio-economic development for the generation of employment.

- Analysis of the Sectors of Intervention in the Rural Environment from the Economic and Employment point of view:

- Current Situation and Future Policies;
- Agricultural and Forestry Sector;
- Agroindustry;
- Commerce and Crafts;
- Tourism in Rural Areas: Modalities, Legislation and Regulations.

- Environmental Aspects:

- Problems and Solutions;
- Legislation;
- Incidence in the other Sectors;
- Assistance Services;
- Proximity Services;
- Other Services in Rural Areas.

5-Analysing the basic principles of business operation and the processes of creating a company and conducting and analysing the viability of a business project.

- Preparation of a business plan.

- Making viability studies on different business plans.

### Wording of the professional profile – n.2

Area of specialization  
Learning paths (university, masters, etc.)

Public or private workers  
(including freelancers)

Description of main tasks and competencies

### SUSTAINABLE LOCAL AND TERRITORIAL URBANISM

Architecture and Engineering

University

Both

- Knowledge of the sustainable environment in urban plans;
- Sustainable connection of local planning with territorial planning at the administration level;



- Connection of urban and territorial development with the landscape, conducting a sustainable planning;
- Development of sustainable urban programs.

**Wording of the professional profile – n. 3**

**REHABILITATION OF BUILDINGS WITH ENERGY EFFICIENCY CRITERIA**

Area of specialization

Energy Efficiency

Learning paths (university, masters, etc.)

University

Public or private workers (including freelancers)

Both

Description of main tasks and competencies

- Expert in building energy rehabilitation;
- Experts in the energy audit;
- Installation of insulation in buildings;
- Installation of renewable energies, including thermal and electrical elements.

**TURKEY, Yasar University**

**Wording of the professional profile – n.1**

**EXPERT IN MACROECONOMIC DEVELOPMENT**

Area of specialization

Macro-economic development

Learning paths (university, masters, etc.)

University + field experience

Public or private workers (including freelancers)

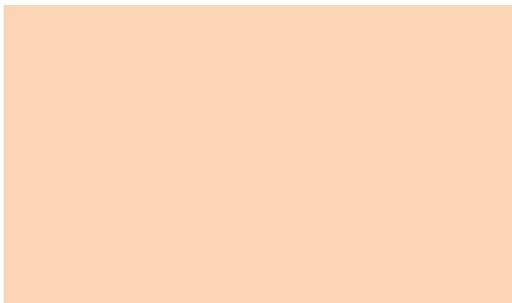
Not specified

Description of main tasks and competencies

This specialist:

- Identifies and analyses development goals at national and global levels;
- Analyses and develop macroeconomic policy suggestions on economic development;
- Reports on the issue of economic development.

Competencies:



- Analysing the different policies on economic development;
- Collecting data on the economic growth and welfare;
- Analysing the data;
- Developing the materials;
- Performing quantitative methods to compare and analyse the development indicators.

**Wording of the professional profile – n.2**

**EXPERT IN MICROECONOMIC DEVELOPMENT**

Area of specialization

Included in firm-level, the financial sector

Learning paths (university, masters, etc.)

University (bachelor)

Public or private workers (including freelancers)

Not specified

Description of main tasks and competencies (at least 3)

This specialist:

- develops and analyzes the policies regarding finance;
- identifies and analyses strengths and weaknesses of financial statement;
- supports the development of new business ideas.

Competencies:

- Analysing potential financial possibilities;
- Collecting, processing, and analysing complex data;
- Developing project cycle management skills;
- Preparing the required documents and survey reports

## 4. EESLD'S MENTORS

A mentor is a person already working as local development operator/expert - internal or external to partnership.

### Austria, Alpine Pearls

Name

Karmen



Surname	Mentil
Job position covered	Expert/consultant for sustainable development
Level of experience	Senior consultant Management / Administration Alpine Pearls LEADER program planning & process moderation University courses and international speeches
Personal attitude	Team spirit Always willing to learn Strong interest in innovation

## Greece, ANKA

Name	Vasileios
Surname	Bellis
Job position covered	General director / regional development expert
Level of experience	30 years of supporting regional development in Karditsa Prefecture and Thessaly Region
Personal attitude	Great sense of responsibility towards the local community that is operating Increased ability to work in a team Analytical thinking Problem-solving Supportive towards others

## Italy, CFIQ and Fondazione ITS

Name	Mario
Surname	Baj Rossi
Job position covered	Course Coordinator
Level of experience	Architect with various experiences in different architecture/engineering firms. Lecturer and Tutor in the ITS Building Manager course



**Personal attitude**

Skilled in designing and integrating the physical, technical and structural aspects with the economic and artistic ones of construction.

## Romania, Politehnica University of Bucharest

**Name**

Nicolae

**Surname**

IONESCU

**Job position covered**

University Professor, POLITEHNICA University of Bucharest, Faculty of Industrial Engineering and Robotics, Manufacturing Engineering Department

**Level of experience**

Member of the Board of Directors of the Municipal Company of Sustainable Development of the City Hall of Bucharest  
Manager of projects in the field of Sustainable Development

**Personal attitude**

Managing the balance between autonomy and responsibility;  
Ability to work as a team;  
Lifelong learning availability.

## SPAIN, Fundación Pascual Tomás and IFESCOOP

**Name**

Pablo

**Surname**

Moreno

**Job position covered**

Rehabilitation of buildings with energy efficiency criteria

**Level of experience**

More than ten years of professional experience as a teacher

**Personal attitude**

Highly willing

## TURKEY, Yasar University

**Name**

Çağrı

**Surname**

Bulut

**Job position covered**

University Prof.Dr. of Management at Business Administration Department and the Director of the Graduate School of Social



Level of experience

Sciences of Yasar University and Ambassador of Academy of Management, Entrepreneurship Division to Turkey.  
Counsellor for local and regional development on firm-level competitive production and efficient productivity and entrepreneurship, intellectual capital management, and social & technological Innovations as part of sectoral development goals.

More than 20 years of experience

- served as postdoctoral Economist at FAO of the United Nations, CountrySTAT Project, at FAO headquarters, Rome-Italy.
- a member of various Entrepreneurship Related Commissions at TUBITAK, Council Member of Third Council of Ministry of Science, Technology and Industry of Turkey;
- represented the Republic of Turkey in OECD and many other organizations supporting Entrepreneurship as a part of development goals.

Personal attitude

Ability to develop strategies for firms and sectors to achieve development goals;  
Ability to work as a team;  
Strong interest in innovation.



## SECOND PART

### 5. A TRANSNATIONAL STANDARDIZED PROFILE FOR EESLD

During the beginning of the pandemic situation (February/March 2020), **partners started to focus on the designing phase related to the new “transnational standardized profile” for EESLD**, deduced by the comparison of competencies identified in standard profiles active in partners’ countries.

All competencies identified in each national context are shared and discussed considering differences and similarities. Mixing the comparative analysis of competencies identified in national standard curricula and the identification of non-formal and informal competencies held by Mentors (O2), partners drew a shared curriculum for the EESLD. In particular, all partners of the SKILLED project:

- **Defined the training programme contents.** A training course is implemented, articulated in modules, and learning outcomes to be uploaded on the E-learning platform made available by the Coordinator.
- **Defined contents starting from competencies identified in the transnational standardized profile** created and referring to the foreseen qualification upgrade within the EQF from level 4 to level 5, considering the finance proposal's knowledge, skills, and competencies.

A significant added value was represented by the opportunity, given by the use of O2 at the previous step, **to include in the training programme also non-formal and informal competencies, usually transforming them into learning outcomes.**

The training course uploaded on the E-learning platform is accessible to all. However, the project foresees at least 85 VET learners (partners reached 230 participants) aged 20 to 35 interested in acquiring this knowledge and skills.

#### 5.1 INTRODUCTION

The primary responsibility of a European Expert in Sustainable Local Development is to ensure that the projects for which they bear responsibility are designed and implemented in line with modern socio-economic sustainability goals, thus guaranteeing their long-term viability and value.

The particular set of skills required in order to successfully fulfil the role of a European Expert in Sustainable Local Development is a mixture of traditional managerial qualifications and advanced qualifications in the field of regulatory and data analysis.



Consequently, the course is structured in five primary educational vectors, each of which is designed and organised to ensure that the participants have access to a full complement of knowledge and tools in an individual field of knowledge that is both relevant and necessary during their career.

The primary educational vectors to which the participants will have access are:

- the understanding, analysis, and implementation of Local Development Principles;
- the development of community-based policies and general strategies for Local Development;
- the financial analysis of Local Development projects;
- the use of modern data analysis tools in Local Development projects;
- the legal and regulatory framework proprietary to Local Development projects.

Consequently, the educational structure of the course will ensure that participants will get familiar with subjects that constitute the fundamentals of their future activity, subjects such as:

- territorial marketing strategies;
- the European framework for Local Development;
- budget and financial techniques and reporting rules;
- the principles of feasibility and sustainability of a project;
- project management techniques;
- the basics of marketing and digital marketing;
- statistical analysis and data research;
- fundamental regional, national, and European laws and regulations.

While the complexity of the educational project is certainly undisputed, the participants will benefit from a wide range of available educational and scientific expertise that will ensure both a successful understanding and dissemination of the information, as well as the skill set necessary to pragmatically implement their acquired knowledge and qualifications in future socio-economic projects that will ensure a better, more cohesive and - most of all - a sustainable future for Europe.

As a European Expert in Sustainable Local Development, participants will not only contribute to the success of their projects by employing the skillset that they will acquire, but also they will make a substantial impact on the long-term wellbeing and prosperity of their local community.



## 5.2 A TECHNICAL PROFILE DESCRIPTION

The **European Expert in Sustainable Local Development - EESLD** supports and takes part in designing and managing activities to support, promote, encourage, and empower the economic, social and environmental development of a territorial system. They work with the support of Public Administrations and various local actors (companies, associations, subjects operating in research, culture, training, citizens, etc.), within an interdisciplinary and multidisciplinary team.

The EESLD takes part in the elaboration and promotion of territorial development plans and projects related to:

- progress and competitiveness of entrepreneurial activities;
- raising and qualifying employment levels;
- training of human resources;
- enhancement of environmental, cultural, architectural, tourism and other assets.

This professional profile can support some sectors of participants' institution, or of other local entities, in the preparation of development initiatives, but they can carry out even more executive tasks, such as:

- monitoring of funding opportunities (at different levels);
- analysis of calls and trends;
- filling in forms;
- drafting or revision of design documents;
- support for reporting and management of the database of projects activated in the area.

Finally, this professional figure is taking on particular importance in territorial animation, organizing events and initiatives to spread knowledge of the techniques and tools available to promote local development and encourage purchases.

Knowledge of the most relevant experiences conducted in other contexts and the ability to rework them in a local key are also beneficial.

Participants must also show precision in writing to produce various types of documents (analyses, proposals, projects, invitations, etc.), a good knowledge of English, essential in international projects, and familiarity with basic IT tools.

His theoretical knowledge is extensive, including the basic principles of economics (especially development economics), law (especially public), sociology (especially work) and statistics.

The EESLD requires considerable logical, conceptual and relational skills. Participants make extensive use of both analytical approach and problem-solving skills. It elaborates initiatives and, to this extent, must possess an accurate ability to conceive, possibly finding ways to make more tools interact to achieve a particular goal.

Focusing on his mediation and communication skills, they must be able to build moments of discussion and networks of cooperation between local actors who, as we know, can belong to different worlds by using sector-specific languages or represent competing interests.

Generally, participants must be able to involve, listen, synthesize and propose their own ideas, sometimes speaking with a technical language or transferring technical contents with a language more appropriate to the interlocutor.

The professional profile masters the basic professional skills typical of collaborative project design and project management for integrated development policies and must simultaneously have the ability to promote forms of resilience and social innovation related to circular economy, sustainable tourism, urban regeneration and second welfare.

The EESP is a superior technical profile and, for this reason, does not have strategic decision-making roles, which are in any case entrusted to other profiles with an EQF level equal to 6 or higher. The EESP, therefore, participates in decision-making activities and working groups, providing technical support, from the analysis phase to project drafting and animation at the local level.

### 5.3 GENERAL REFERENCES FOR THE DESIGN OF THE PROFESSIONAL PROFILE

- European Qualification Framework – EQF
- COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03)
- Recommendation 2009/C 155/02 European credit system for vocational education and training -ECVET
- model E-CF 3.0 European e-Competence Framework if applicable

### 5.4 TERMS AND DEFINITIONS

In order to better understand the description of both training standard and professional standard, it seems useful to share a list of terms and definitions:

**Competence** (according to Rec 2017/C 189/03)

'*Competence*' refers to the proven ability to use knowledge, skills and personal, social and/or methodological skills in work or academic environments and professional and personal development.

**Knowledge** (Rec 2017/C 189/03)

'*Knowledge*' refers to the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories, and practices related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.

**Skills** (Rec 2017/C 189/03)

'*Skills*' refers to the ability of applying knowledge and using know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical,



intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

**Responsibility and autonomy** (Rec 2017/C 189/03)

*'Responsibility and autonomy'* refers to the ability of the learner to apply knowledge and skills autonomously and responsibly.

**Validation of non-formal and informal learning** (Rec 2017/C 189/03)

*'Validation of non-formal and informal learning'* means the process of confirmation by a competent authority that an individual has acquired learning outcomes acquired in non-formal and informal learning settings measured against a relevant standard and consists of the following four distinct phases. They are: identification through a dialogue of particular experiences of an individual, documentation to make visible the individual's experiences, a formal assessment of those experiences, and certification of the assessment results, which may lead to a partial or complete qualification.

**Learning outcomes** (Rec 2017/C 189/03)

*'Learning outcomes'* refers to statements regarding what a learner knows, understands, and can do on completion of a learning process, which are defined in terms of knowledge, skills, responsibility, and autonomy.

**Formal recognition of learning outcomes** (Rec 2017/C 189/03)

*'Formal recognition of learning outcomes'* refers to the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or employment, through (i) the award of qualifications (certificates, diploma or titles); (ii) the validation of non-formal and informal learning; (iii) the grant of equivalence, credit or waivers.

**NOTE:**

"Learning outcomes", in the 2017 EQF version are no longer "defined in terms of knowledge, skills and competencies" (a definition similar to that of UNI 11697), but "in terms of knowledge, skills and responsibilities and autonomy". This is a formal rather than substantial clarification. It was already specified in 2008: "in the context of the European Qualifications Framework, competencies are described in terms of responsibility and autonomy".

## 5.5 EQF - LEVEL OBTAINED AFTER PASSING THE FINAL EXAM

5 EQF Level - Non-university tertiary vocational training



## 5.6 LENGTH OF COURSE

1800 hours

- 1080 hours: classroom training (even in “blended” mode)
- 720 hours: internship or project work (for employed people)

The structure of the training course includes the typical setting of higher technical training, where internship or work activities must be at least 30% of the total training path.

## 5.7 CERTIFICATION OBTAINED AFTER PASSING THE FINAL EXAM

Certificate of Higher Education  
EUROPASS diploma supplement

Please, for Europass Diploma supplement, see the link below:  
<https://europass.cedefop.europa.eu/it/documents/european-skills-passport/diploma-supplement>

## 5.8 PRE-REQUIREMENTS

- At least a 4 EQF level certification.
- Holding suitable knowledge of the English language - level B1.
- Level 3 (intermediate) in at least 2 of the 5 areas of digital competence defined at the European level
  - *Area of competence 1: Information*
  - *Area of competence 2: Communication and cooperation*
  - *Area of competence 3: Digital content-creation*
  - *Area of competence 4: Safety*
  - *Area of competence 5: Problem-solving*

Ref. Eu: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>

Other general pre-requirements:

- Good development of the primary soft skills or interests to empower them: communication, self-motivation, leadership, responsibility, teamwork, problem-solving, decisiveness, ability to work under pressure, time management and flexibility.
- Good writing skills, both in the native language and in English.
- Personal interest in active citizenship and sustainable, green, circular development and economy.



Pre-requirements will be verified through an entrance test.

## 5.9 COMPETENCIES

The training course includes two groups of competencies that have to be improved:

GENERAL AND KEY-COMPETENCIES	Linguistic, communicative and relational, scientific and technological, legal and economic, organizational and managerial.
TECHNICAL-PROFESSIONAL COMPETENCIES	Competencies connected to the applications required by the labour market and the territory, to respond to different situations and contexts.

### GENERAL AND KEY-COMPETENCIES

**Hours: 120**

#### 1 Linguistic, communicative and relational field

#### MINIMUM SKILLS

- Mastering the language tools and information and communication technologies to interact in life and work contexts.
- Using technical English (micro-language), related to the technological area of reference, to correctly and effectively communicate in the contexts in which it operates.
- Concerting, negotiating and developing activities in working groups to address problems, propose solutions, help produce, order and evaluate collective results.
- Preparing technical and regulatory documentation that can be managed through computer/data transmission networks.
- Managing communication and relational processes within and outside the organization, both in a native language and in English.
- Assessing information flows with respect to the effectiveness and efficiency of the management of production or service processes by identifying alternative solutions to ensure their quality.



## **2 Scientific and technological field**

- Using mathematical and statistical tools and models both in the description and simulation of the different phenomenologies of the area of reference in the application and development of the appropriate technologies.
- Using tools and methodologies belonging to experimental research for the applications of the technologies of the area of reference.

## **3 Legal and economic field**

- Finding the sources and applying standards and rules that regulate the company and its external relations at national, European and international levels.
- Knowing the company's constitutive factors and the company's impact in the territorial context of reference.
- Using negotiation strategies and techniques regarding the companies' contexts to strengthen their image and competitiveness.

## **4 Organizational and management environment**

- Knowing and contributing to managing quality organizational models fostering innovation within the companies of the sector of reference.
- Recognizing, evaluating and solving critical situations and work problems of different nature such as technical-operational, relational, organizational.
- In specific contexts, knowing, analyzing, applying, and monitoring management models of production processes of goods and services.
- Managing relationships and cooperation within the organizational structure in work contexts, evaluating their effectiveness.
- Managing external relationships and cooperation – both interpersonal and institutional - evaluating their effectiveness.
- Organizing and managing, with a good level of autonomy and responsibility, the working environment, the human context and the technological system of reference to achieve the expected production results.
- Analyzing, monitoring and controlling the production processes in order to formulate proposals identify solutions and alternatives to improve efficiency and performance of both technological and human resources for continuous improvement.



## TECHNICAL AND PROFESSIONAL COMPETENCIES SPECIFIC FOR EESLD

### Competence n. 1

#### UNDERSTAND, ANALYZE AND APPLY SUSTAINABLE LOCAL DEVELOPMENT PRINCIPLES

Hours: 300

- Understanding dimensions and principles of the Local Development between Government and Governance;
- Knowing the policies supporting Local Development and sustainability of local territorial systems;
- Understanding the local dimension in sustainable development processes;
- Knowing how to implement territorial governance - Tools and procedures;
- Participating in the definition of local tools to support strategic planning of the territories;
- Participating in the definition of territorial marketing strategies in a sustainable key;
- Knowing the different levels of welfare and the actors involved;
- Mapping and analyzing the stakeholders' network.

Focus on interconnected policy areas:

- *Integrated policies of sustainable tourism;*
- *Rural development and mountain and the peripheral regions safeguard;*
- *Sustainable urban and territorial regeneration;*
- *Circular economy;*
- *Generative welfare and social innovation;*
- *Communities resilient to hydrogeological risks;*
- *Sustainable mobility.*

### Competence n. 2

#### PROJECT AND CO-PROJECT: FROM COMMUNITY POLICIES TO STRATEGIES FOR SUSTAINABLE LOCAL DEVELOPMENT

Hours: 300

- Knowing the European policies for cohesion, competitiveness and cooperation;
- Knowing the EU support framework and implementation tools;
- Understanding national and regional policies and tools supporting Local Development;
- Understanding policies and tools supporting Local Development promoted by private entities;
- Mastering and applying Project management techniques;
- Mastering methods of analysis and writing of projects. Participating in the different phases of a project and/or an application dossier writing;
- Mastering budget design techniques and reporting rules: analysis of expenditure items and scenarios. Participating in the drafting of a budget;



- Knowing the main reporting rules, typically related to the use of structural funds and, in general, of public funding;
- Understanding and knowing the principles of feasibility and sustainability of a project;
- Analyzing and using Collaborative Design and Systemic Design techniques for the design of sustainable local development interventions;
- Knowing the main participatory planning techniques and direct involvement of the beneficiaries.

### **Competence n. 3**

#### **RECOGNIZE, MAP AND EXPERIMENT FINANCING RELATED INTERVENTIONS, IMPACTING AT LOCAL, MARGINAL AND PERIPHERAL LEVEL**

**Hours: 150**

- Analyzing and participating in the implementation phases of public-private partnerships: guidelines for partnerships development;
- Mapping the main financial actors;
- Knowing the general principles of public finance;
- Mapping and knowing the main "classic" financing tools;
- Mapping and knowing the main innovative tools (financial and non-financial) - Impact investing.

### **Competence n. 4**

#### **USE SPECIFIC DIGITAL TOOLS TO UNDERSTAND AND ANALYZE THE CHARACTERISTICS OF TERRITORIES AND COMMUNITIES IN ORDER TO FOSTER AND STRENGTHEN THE PARTICIPATION OF THE DIFFERENT ACTORS AND CREATE NEW DEVELOPMENT SCENARIOS**

**Hours: 130**

- Knowing the basics of statistical analysis and statistical data research at different levels;
- Knowing the basics of marketing and digital marketing;
- Knowing the evolution of social innovation through digital - Knowing and using tools; and applications to support the participation of Local Communities;
- Knowing and using the basic functions of the GIS - Geographic Information System tools;
- Knowing and using main tools for project management – PCM.

### **Competence n. 5**

#### **KNOW AND APPLY THE MAIN CURRENT REGULATIONS, IN PARTICULAR IN RELATION TO RURAL DEVELOPMENT, URBAN AND SUSTAINABLE DEVELOPMENT, TERRITORIAL DEVELOPMENT**

**Hours: 80**

Knowing and applying European, national and regional regulations



## 5.10 PROCEDURE AND EVALUATION CRITERIA OF THE RESULTS

- Theoretical-practical test
- Written test
- Oral test

## 5.11 SUGGESTIONS FOR A SUCCESSFUL ORIENTATION

### Share a good definition of Sustainable Local Development

There are many definitions and applications in local governance policies. Thus, we intend to provide participants with a common knowledge base on Local Sustainable Development and how it is declined at the EU, National, Regional and Local level, explaining the following topics:

#### **What is Sustainable Local Development?**

Description: slides explaining what Local Sustainable Development is in a European framework, with hints on how it is declined at Partners' national/regional/local level.

#### **Sustainable Development Goals**

Description: slides explaining what are these goals? What each of them entails? Make concrete examples on how they are applied in your context (at least 1 per partner country)

#### **Hear from direct experience:**

- Interview on best practice possibly on sustainable tourism

#### **To deepen the topic:**

- Indicators for Sustainable Development at local Level: (<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/indicators-sustainable-development-local-level>)
- The EU Sustainable Development Discourse – An Analysis: <https://www.cairn.info/revue-l-europe-en-formation-2009-2-page-23.htm>
- AEIDL, the European Association for Information on Local Development: <https://www.aeidl.eu/en/>
- The 17 sustainable goals: <https://sdgs.un.org/goals>

### **Who is the Expert in Sustainable Local Development?**

To effectively undertake the profession as an Expert in Sustainable Local Development, the role of this profile must be included in its context. We aim to explain the SKILLed approach to create the European Expert in Sustainable Local Development, their requirements, foreseen competencies, and skills.

Description: slides are explaining the profile and its requirements (basic skills, competencies, etc.) in a disseminative and easy-to-comprehend way.



## 6. THE PILOT COURSE. PROJECT AND CO-PROJECT: AN OVERVIEW TO ACT ON LOCAL SUSTAINABLE DEVELOPMENT

The pilot course is focused on one specific competence, e.g. competence n. 2. Project and co-project: from community policies to strategies for sustainable local development (*Higher intensity*), which is the most developed, although the addressed topics also refer to other competencies, with different intensity. More specifically, these competences entail:

- The understanding, analysis and application of sustainable local development principles - Medium intensity.
- The recognition, mapping and testing of financing related interventions, impacting at local, marginal and peripheral level - Low intensity.
- The knowledge and application of the main current regulations, particularly in relation to rural, urban, sustainable and territorial development- *Low intensity*.

The main aims of the pilot course are:

- To provide indications and ideas to some of the competence areas foreseen in the Curriculum bearing in mind the piloting character of the course;
- To offer a full course available online so as to favour further sustainability of its development;
- To allow comparison among partners' implemented course using a common template and a common final test (quiz).

### **The overall duration of the pilot course is 30 hours + 1 hour for the final test.**

Before starting the course, learners, as well as other interested parties, will be provided with an alignment for the common knowledge base, focusing on the meaning of Sustainable Local Development and guidance on what the SKILLeD project intends to achieve as a "European Expert on Sustainable Local Development", explaining the profile (ref. Curriculum), its required competencies and skills.

Thus, the single-module course consists of two Learning Activities (LA):

- Learning Activity 1: Sustainable development in the EU: The Regional Policy:
  - Lesson 1: European policies for sustainable local development;
  - Lesson 2: Regional policies in 2014 - 2020 and 2021-2027 at a glance.
- Learning Activity 2: Giving life to cohesion: project and co-project techniques:
  - Lesson 1: The Project Cycle Management (PCM) approach and beyond;
  - Lesson 2: Local, Cross-border and Transnational cooperation for Sustainable Local Development;
  - Lesson 3: Participatory planning: an asset for sustainable development.
- Glossary;
- Quiz.



Each LA is then structured in Lessons and has a deepening section organised in:

- READ
- WATCH
- BROWSE

And a practical assignment under the voice DO. The assignment is meant to be developed autonomously by learners and shared with the trainer and the participants, possibly on a shared area (forum/blog/repository?). or in a common meeting space (face-to-face or online).

## THE PILOT COURSE

<i>Title</i>	PROJECT and CO-PROJECT: an overview to act on local, sustainable development
<i>Duration</i> <i>Hours</i>	<b>38 hours – TOTAL ECVET POINT: 2,28</b> 1 hour for the final test
<i>Description</i>	<p>By the end of this course, participants will know the European and national policies for cohesion, competitiveness, and cooperation, how they have been and will be applied in the last and next programming period. A presentation on the programming period 2021-2027 will be made, while results (at the European and national levels) will be presented for the period 2014-2020. This module intends to support learners' ability to look for specific material and be able to read through it.</p> <p>By the end of the course, participants will be also able to know the basic techniques to draft a project proposal and the means to involve local stakeholders and build up a partnership.</p>
<i>EQF Level</i>	4
<i>Competencies Curriculum (with different level of intensity)</i>	<p>Project and co-project: from community policies to strategies for sustainable local development – <i>High intensity</i>.</p> <p>The understanding, analysis and application of sustainable local development principles - <i>Medium intensity</i>.</p> <p>The recognition, mapping and testing of financing related interventions, impacting at local, marginal and peripheral level - <i>Low intensity</i>.</p> <p>The knowledge and application of the main current regulations, particularly in relation to rural, urban, sustainable and territorial development - <i>Low intensity</i>.</p>



*Requirements  
(decide whether they  
are needed and to  
which extent)*

- at least a 4 EQF level certification
- B1 English level
- Digital competences >>> basic IT
- Level 3 (intermediate) in at least 2 of the 5 areas of digital competence defined at the European level:
  - Area of Competence 1: information*
  - Area of Competence 2: Communication and cooperation (compulsory for the piloting?)*
  - Area of Competence 3: Digital content-creation*
  - Area of Competence 4: Safety*
  - Area of Competence 5: Problem Solving*

Other general pre-requirements:

- A good development of the main soft skills or interest to empower them: communication, self-motivation, leadership, responsibility, teamwork, problem-solving, decisiveness, ability to work under pressure, time management and flexibility;
- Good writing skills, both in the native language and in English;
- Personal interest in active citizenship and sustainable, green, circular development and economy.

*Learning activities  
and lessons*

#### **LEARNING ACTIVITY 1**

**8 hours – 0,48 ECVET POINTS**

##### **Sustainable development in the EU: the regional policy**

- Lesson 1: European policies for sustainable local development  
*4 hours – 0,24 ECVET POINTS*
- Lesson 2: Regional policies in 2014 - 2020 and 2021-2027 at a glance  
*4 hours – 0,24 ECVET POINTS*

#### **LEARNING ACTIVITY 2**

**22 hours – 1,32 ECVET POINTS**

##### **Giving life to cohesion: project and co-project techniques**

- Lesson 1: The Project Cycle Management (PCM) approach and beyond  
*8 hours – 0,48 ECVET POINTS*
- Lesson 2: Local, Cross-border and Transnational cooperation for Sustainable Local Development  
*7 hours – 0,48 ECVET POINTS*
- Lesson 3: Participatory planning: an asset for sustainable development  
*7 hours – 0,48 ECVET POINTS*



### LEARNING ACTIVITY 3

**8 hours – 0,48 ECVET POINTS**

**Use specific digital tools to understand and analyze the characteristics of territories and communities to foster and strengthen the participation of the different actors and create new development scenarios**

- Lesson 1: basics of statistical analysis and statistical data research  
*4 hours – 0,24 ECVET POINTS*
- Lesson 2: Digital marketing for the SLD: aims, tools and methodologies  
*4 hours – 0,24 ECVET POINTS*

## 7. LEARNING ACTIVITIES AND LESSONS

### 7.1 LEARNING ACTIVITY 1

Title of learning activity	LEARNING ACTIVITY 1 <i>Sustainable development in the EU: The Regional Policy</i>
<b>Learning activity description</b>	<p>Employment and local development agents are an active part in implementing employment and local development policies and act as bridges that facilitate employment initiatives at the local level for the neediest groups.</p> <p>This study aims to analyze sustainable local development based on existing European policies relating to economic growth and local development by the public sector. The concept of Employment Agent and Local Development as well as its main characteristics and functions will be studied as a dynamic instrument and promoter of job creation in its territorial area.</p> <p>Contents:</p> <ul style="list-style-type: none"> <li>- European Regional policies for cohesion, competitiveness, and cooperation</li> <li>- Regional policies and tools supporting Local Development</li> <li>- Sustainable Development</li> <li>- Cohesion policy in 2014-2020 and future objectives for 2027</li> </ul>
<b>Learning activity duration:</b>	<p>8 hours TOTAL ECVET POINTS: 0,48</p> <ul style="list-style-type: none"> <li>● LESSON N. 1: 4 hours – 0,24 ECVET POINTS</li> <li>● LESSON N. 2: 4 hours – 0,24 ECVET POINTS</li> </ul>




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<b>Learning activity aim</b>	<ul style="list-style-type: none"> <li>- Knowing the European policies for cohesion, competitiveness, and cooperation;</li> <li>- Knowing the EU support framework and implementation tools;</li> <li>- Understanding national and regional policies as well as tools supporting Local Development.</li> </ul>
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**Coordinator**

LESSON 1: YASAR UNIVERSITESI  
LESSON 2: FUNDACIÓN PASCUAL TOMÁS and IFESCOOP

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**Course Plan and**

**Lesson 1: European policies for sustainable local development**

**Course Contents**

- **slides/ppt:** explanation of the previous and future policies for sustainable local development, with a focus on who decides on the so-called “Regional Policy”, and its funding schemes (EARDF, ERDF, ESF)  
(n.b. slides can be transformed in videos with voiceover)  
**Duration of video/ppt: 0,30 minutes /1,30 hours lessons**

**Lesson 2: Regional policies in 2014 - 2020 and 2021-2027 at a glance**

**Duration of presentation/ppt: 50 minutes /1,30 hours lessons**

- Results of the cohesion policy in 2014-2020 and future objectives for 2027. Creating a connection with partners' national/regional/local results. Make example/s of sustainable development led by.  
Focus on the following:
  - Integrated policies of sustainable tourism;
  - Rural development, mountain and peripheral areas safeguard;
  - Sustainable urban and territorial regeneration;
  - Circular economy;
  - Generative welfare and social innovation;
  - Communities resilient to hydro geological risks;
  - Sustainable mobility.

**READ**

***Duration of the activity: 1 hour***

REGIONAL DEVELOPMENT AND COHESION BEYOND 2020: THE NEW FRAMEWORK AT A GLANCE: Five main objectives will drive EU investments in 2021-2027:

[https://ec.europa.eu/commission/sites/beta-political/files/budget-may2018-new-framework-glance\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/budget-may2018-new-framework-glance_en.pdf)



SIMPLIFICATION HANDBOOK: 80 simplification measures in cohesion policy 2021-2027

[https://ec.europa.eu/regional\\_policy/sources/docgener/factsheet/new\\_cp/simplification\\_handbook\\_en.pdf](https://ec.europa.eu/regional_policy/sources/docgener/factsheet/new_cp/simplification_handbook_en.pdf)

### **WATCH**

***Duration of video interview: 0,15 minutes /1,00 hour lesson***

Interview with an expert on European Cohesion policies. Bartolomé Nofuentes, Advisor to the Presidency of the Generalitat Valenciana for European Affairs.

Duration: 15 minutes

Language: Spanish with subtitles in English

Example: <https://youtu.be/Z2aNWn27HKk>

### **In addition:**

New Cohesion policy 2021-2027.

Duration: 2,27 minutes.

Language : English.

[https://www.youtube.com/watch?v=yXhYOB08ZdM&feature=emb\\_logo](https://www.youtube.com/watch?v=yXhYOB08ZdM&feature=emb_logo)

Strategies and Policies. Circular Economy Package

Duration 5,24 minutes.

Language : English.

[https://ec.europa.eu/info/eu-regional-and-urban-development/topics/cities-and-urban-development/priority-themes-eu-cities/circular-economy-cities\\_en](https://ec.europa.eu/info/eu-regional-and-urban-development/topics/cities-and-urban-development/priority-themes-eu-cities/circular-economy-cities_en)

### **BROWSE**

***Duration of the activity: 30 minutes***

#### **EU regional and urban development**

EU Regional and Urban Development: <https://ec.europa.eu/info/eu-regional-and-urban-development>

Topics:

- Cities and Urban Development
- Climate Change and Risk Prevention
- Low-Carbon Economy



## News about EU Regional Policies

European

Commission

Regional

Policy:

[https://ec.europa.eu/regional\\_policy/index.cfm/en/](https://ec.europa.eu/regional_policy/index.cfm/en/)

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### Final Test

#### Lesson 1

##### CLOSED-ENDED QUESTIONS

1. Which one is the main priority for the ESF?

- Improving the efficiency of public administration;
- Strengthening research, technological development and innovation;
- Promoting climate change adaptation, risk prevention and management;
- Enhancing SMEs competitiveness

2. The Cohesion Fund does NOT support:

- Promoting sustainable transport and improving network infrastructures;
- Supporting the shift towards a low-carbon economy;
- Investing in education, training and lifelong learning;
- Improving the efficiency of public administration.

3. Which one is NOT one of the key policy areas?

- Public health;
- Global poverty;
- Climate change and clean Energy;
- Sustainable transport;
- Sustainable growth.

#### Lesson 2

##### CLOSED-ENDED QUESTIONS

1. The circular economy is a production and consumption model that involves:

- Repairing, renovating and recycling existing materials and products as many times as possible to create added value;
- The life cycle of the products is limited. In practice, it means increasing waste to a maximum;
- Sharing, renting, reusing, repairing, renovating and recycling existing materials and products as many times as possible to eliminate added value.

2. Development resilience has been defined as:

- The capacity at a given moment of a social group to reduce poverty in the face of any stressor or in the face of any crisis;



- b. The capacity over time of a person, household, or other aggregate units to avoid poverty in the face of various stressors and after several crises;
- c. The capacity of a group of people in a specific territory, measured in twelve-month spaces, to alleviate poverty in the face of a specific crisis.

3. European cohesion policy about Sustainable Urban Regeneration focuses on several policy objectives, such as:

- a. A greener Europe;
- b. Pursue weaknesses to eradicate them and achieve a smarter Europe;
- c. Bringing Europe closer to citizens through local strategies of an economic dimension, avoiding a transversal link with the environmental character.

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## Glossary

### Lesson 1

**Allocative efficiency:** the allocation of resources between alternative uses in a manner that maximizes the well-being of society.

**EARDF:** European Agricultural Fund for Rural Development.

**Economic sustainability:** applications and policies which support long-run economic growth and development without negatively impacting the scarce resources.

**Efficiency:** enhancing the effectiveness of allocation and production over time.

**Environmental economics:** a subdiscipline of economics which considers the environmental and natural resources.

**ERDF:** European Regional Development Fund.

**ESF:** European Social Fund.

**Growth:** an annual rise in real Gross Domestic Product (GDP).

**Human development index (HDI):** The HDI is an index developed by the United Nations (UN) to calculate and compare nations' economic development levels.

**Hunger:** a life-threatening lack of food or short-term physical discomfort because of food shortage.

**Inefficiency:** a situation where the population growth rate exceeds the stable state marginal product of capital, or where the economy consistently invests more than it earns a profit.

**Sustainability:** distributional capital equity for well-being to satisfy ourselves and future generations.

**Sustainable development:** development that meets the needs of the present without compromising the ability of future generations to meet their own needs.



**Sustainable growth:** a rate of growth that can maintain, especially for future generations, without causing other important economic problems

**Poverty:** limited or lack of minimum income level to ensure sustainable livelihood; inadequate housing; discrimination; limited access to schools, health care, electricity, safe water; social and economic exclusion, etc.

**Resource intensity:** a quantitative method of the resources (e.g. natural resources, land, air) needed for the production process and a measure of resource use efficiency.

**Resource efficiency:** a measure of production per unit of output, which requires resources as an Input.

**Sustainability measurement:** the quantitative basis for the informed management of sustainability.

## Lesson 2

### **SUSTAINABLE TOURISM:**

Sustainable tourism contributes to raising awareness of environmental values and can be used for protection and revaluation of natural areas preserving their flora and fauna and increasing their economic importance.

### **EU FORESTRY STRATEGY PRIORITY AREAS:**

- Supporting for rural and urban communities;
- Promoting the competitiveness and sustainability of the EU forest industries;
- Promoting bioenergy and green economy in general;
- Protecting forests and improving ecosystem services;
- Strengthening our knowledge about the EU's forests and how they are changing;
- Developing new and innovative forestry and value-added products.

### **CIRCULAR ECONOMY:**

Circular economy is a production and consumption model that involves sharing, renting, reusing, repairing, renovating and recycling existing materials and products as many times as possible to create added value.

### **DEVELOPMENT RESILIENCE:**

The capacity over time of a person, household or other aggregate unit to avoid poverty in the face of various stressors and after several crises. If that capacity remains high over time, the drive is tough.

### **SUSTAINABLE MOBILITY:**



A combination of measures needed to address air quality, emissions, urban congestion, and noise. These include improving public transportation and promoting active modes of transportation like walking and biking.

**Main Resources/  
Selected Bibliography  
(Website and links list)  
& Do Tools.**

**Lesson 1**

**Website list**

European Commission (2021). EU Sustainable Development Strategy Retrieved from [https://ec.europa.eu/environment/sustainable-development/strategy/index\\_en.htm](https://ec.europa.eu/environment/sustainable-development/strategy/index_en.htm)

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Recent UN and EU sustainable development policies (post 2015)

<https://www.youtube.com/watch?v=OpYS9I1BURI> Duration: 19:58

UN Sustainable Development Goals (SDGs): What They Are & Why They're Important

<https://www.youtube.com/watch?v=qAlolKgDPrA> Duration 17:37

## Lesson 2

### Website list

<https://www.tandfonline.com/doi/abs/10.1080/13549830500203121>

### THE ROLE OF AGENCY IN SUSTAINABLE LOCAL COMMUNITY DEVELOPMENT

<https://www.acciona.com/sustainable-development/>

### WHAT IS SUSTAINABLE DEVELOPMENT?

[https://link.springer.com/chapter/10.1007/978-1-4020-6416-6\\_9](https://link.springer.com/chapter/10.1007/978-1-4020-6416-6_9)

### PARTICIPATION AND SUSTAINABLE DEVELOPMENT: THE ROLE AND CHALLENGES OF MEDIATING AGENTS (AND REFERENCES)

<http://tourism4sdgs.org/>

### INITIATIVES AND TOOLS OF THE TOURISM FOR SDGS

<https://www.esdn.eu/>

### THE EUROPEAN SUSTAINABLE DEVELOPMENT NETWORK

<https://sustainabledevelopment.un.org/index.php?page=view&type=30022&nr=754&menu=3170>

### SUSTAINABLE DEVELOPMENT GOALS

<https://www.undp.org/content/undp/en/home/2030-agenda-for-sustainable-development.html>

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## 7.2 LEARNING ACTIVITY 2

### Title of learning activity

### LEARNING ACTIVITY 2

*Giving life to cohesion: project and co-project techniques*

### Learning activity description

One of the major requirements of the European Expert in Sustainable Local Development is to be able to identify local needs, draft and carry out projects oriented to those needs and obtain funding for projects.

Learning activity Contents:

- General overview concerning Project Management;
- The Project Cycle Management method and Logical Framework Matrix technique;
- The phases of project cycle management are critical in developing a successful project in terms of efficiency and stakeholders' satisfaction;
- Theoretical input about differences/communalities among local, cross-border and transnational cooperation for Sustainable Local Development and Participatory planning;
- Practical input through expert interviews of different typologies of cooperation;
- General overview concerning participatory planning techniques;



- Focus on the most used techniques: future lab, hackathon, Serious Play.

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**Learning activity duration:**

22 hours

TOTAL ECVET POINTS: 1,32

- LESSON N. 1: 8 hours – 0,48 ECVET POINTS
- LESSON N. 2: 7 hours – 0,42 ECVET POINTS
- LESSON N. 3: 7 hours – 0,42 ECVET POINTS

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**Learning activity aim**

- Understanding the concept and methodology of Project Cycle Management;
- Being able to apply the methodology of Project Cycle Management;
- Understanding the techniques of Logical Framework Matrix;
- Applying the Logical Framework Matrix in the event of an assigned project;
- Knowing local, cross-border and transnational cooperation systems;
- Understanding theoretical differences/communalities in different cooperation schemes (Participants/Young Professionals);
- Knowing the main participatory planning techniques and the beneficiaries' direct involvement.

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**Coordinator**

- LESSON N. 1: UNIVERSITATEA POLITEHNICA DIN BUCURESTI
- LESSON N. 2: ALPINE PEARLS
- LESSON N. 3: CFIQ and FITS

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**Course Plan and Course Contents**

**Lesson 1: The Project Cycle Management (PCM) approach and beyond**

**TRAINER PRESENTATION**

***Duration of presentation (ppt): 2 hours (equivalent) / 40 minutes presentation / 50 slides***

*Topics:* Project Cycle Management  
Logical Framework Matrix

**READ**

***Duration of the activity: 1 hour***

**Project Cycle Management**

Freer Spreckley, *Project Cycle Management Toolkit*, Local Livelihoods Ltd., 2001

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<https://www.evalpartners.org/sites/default/files/Project%20Cycle%20Management%20Toolkit%20-%203rd%20Edition%202009.pdf>

Chapter 1. Introduction (pages 3-13)

Chapter 6. Evaluation (pages 92-97)

*Project Cycle Management Guidelines*, issued by European Commission, 2004

[https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403\\_en.pdf](https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403_en.pdf)

Chapter 4.7 Audit

### **Logical Framework Matrix**

*Project Cycle Management Guidelines*, issued by European Commission, 2004

[https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403\\_en.pdf](https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403_en.pdf)

Chapter 5 The Logical Framework Approach

*Project Cycle Management - Training Handbook*, issued by Information Training and Agricultural Development (UK), 1999

[https://caricom.org/wp-content/uploads/EC\\_PCM\\_Training\\_Handbook.pdf](https://caricom.org/wp-content/uploads/EC_PCM_Training_Handbook.pdf)

Chapter 5 Using the LFA to Assess Project Proposals

### **WATCH**

***Duration of video: 0:30 minute / 2:00 hours equivalent***

#### **Project Cycle Management**

Project Cycle Management

(15 minutes, produced by Development Cooperation Network)

<https://slideplayer.com/slide/3891911/>

#### **Logical Framework Matrix**

Logical Framework Matrix – Quick Start

(23 minute, produced by Accelerate Project Now – Terry Schmidt)

<https://www.youtube.com/watch?v=7jCybEZs7nA>

### **BROWSE**

**Duration of activity: 1 hour**

#### **Project Cycle Management (PCM)**

*Project Cycle Management – A Quick Guide*, by ProjectManager

<https://www.projectmanager.com/blog/project-cycle-management-a-quick-guide>

*Project Cycle Management - Technical Guide*, issued by FAO, 2001;

<http://www.fao.org/3/ak211e/ak211e00.pdf>

Case Study A, page 22

Rachel Blackman, *Project Cycle Management*, Tearfund, 2003;

<https://www.pm4dev.com/resources/manuals-and-guidelines/124-project-cycle-management-tearfund/file.html>



Tools (pages 15-17)

*Project Cycle Handbook*, Terre des hommes, 2012;  
[https://www.tdh.ch/sites/default/files/tdh\\_mcp\\_en\\_interactif\\_docprinc\\_23-10-12\\_-\\_mono\\_ok\\_0.pdf](https://www.tdh.ch/sites/default/files/tdh_mcp_en_interactif_docprinc_23-10-12_-_mono_ok_0.pdf)

Stakeholder Analysis Tool (pages 18-19)

Problem Tree Tool (pages 21-22)

Capacity Analysis Tool (pages 23-24)

### **Logical Framework Matrix**

*Logical Framework*, Swiss Academy for Development

[https://www.sportanddev.org/sites/default/files/downloads/logical\\_framework.pdf](https://www.sportanddev.org/sites/default/files/downloads/logical_framework.pdf)

Example of relation between objective tree and logical framework (page 10)

*Logical framework matrix*, Carelia Cross-Border Cooperation, 2012

<https://kareliacbc.fi/sites/default/files/assets/images/Logical%20framework%20matrix.pdf>

Case study: cross-border waters in Finland and Russia

### **DO**

#### ***Duration of the activity: 2 hours***

Development of a Logical Framework Matrix

1. Selection of a project idea (ideally – proposed by learner and approved by trainer; otherwise – indicated by trainer);
2. Completion of the matrix;
3. Drafting a report (500 words) based on conclusions emerged from the matrix.

Trainer project proposals:

- restoration of a historical monument;
- improving the access to a local tourist landmark;
- improving the access road to a remote village;
- building a small hotel / inn in a tourist village;
- advertising campaign to attract tourists;
- developing a website to promote the local zone;
- developing a centralised water distribution system;
- developing a centralised sewage system;
- helping local farmers to switch to more productive crops;
- restoration of a local forest;
- establishing a local vocational school for traditional occupations.



## Lesson 2: Local, Cross-border and Transnational cooperation for Sustainable Local Development

- **Slides/ppt:** introduction concerning different kinds of cooperation incl. differences / communalities and examples.  
Duration of video/ppt: 1 hour / 3 hours lessons (n.b. slides can be transformed in videos with voiceover).
- **Slides/video:** 3 expert interviews (local, cross-border and transnational). Duration/video: 0,5 hours = 1,5 hours / 4,5 hours lessons.
- **Ev. Research activity:** browse for local, cross-border and transnational cooperation within your country.  
Duration: 1 hour / 3 hours lessons.

### READ

***Duration of the activity: 1 hour***

Documents regarding regional policy including regulations

### WATCH

***Duration of video interview: 0,15 minutes /1,00 hour lesson***

Interviewing the coordinator of successful cooperation projects (possibly one per type: local, cross-border and transnational)

### BROWSE

***Duration of the activity: 1 hour***

Mentioned websites of the projects

## Lesson 3: Participatory planning: an asset for sustainable development

- **Slides/ppt:** Overview on participatory techniques and approaches.  
Development and implementation of the related tools.  
<https://vimeo.com/534443118>  
***Duration of the ppt: 0,30 minutes /1,30 hours lessons***
- **Slides/ppt:** Focus on Hackathon technique:
  1. Introduction
  2. Purpose
  3. Aims and objectives



4. For whom and why?
5. Main phases
6. Resources

***Duration of the ppt: 0,15 minutes / 0,45 minutes***

- **Slides/ppt:** Focus on Serious Play and Future Lab techniques:
  1. Introduction
  2. Purpose
  3. Aims and objectives
  4. For who and why?
  5. Main phases
  6. Resources

***Duration of the ppt: 0,15 minutes / 0,45 minutes***

#### **READ:**

***Duration of the activity: 1 hours***

Exploring the sources of innovation: the case of Hackathon

<https://drive.google.com/drive/folders/1ap2f3ROjZWES8yIvtqpFMbMA-6IMs3PJ>

10 Years of Research with and On Hackathons

<https://dl.acm.org/doi/10.1145/3357236.3395543>

#### **WATCH**

- **Video interviews and best practices related to Hackathon technique**  
***Duration of video interview: 30 minutes /1,30 hour lesson***

- *Mr. Giampiero Monetti, ITS Foundation General Manager*

Topic of the interview nr. 1: General overview and ITS Foundation experiences.

Duration of the video: 4 minutes and 40 seconds

- *Mr. Mario Baj-Rossi, Architect and ITS Foundation courses coordinator*

Topic of the interview nr 2: First Hackathon Green Camp - May/June 2019 Cellarengo, Asti, Italy.

Duration of the video: 6 minutes



Topic of the interview nr 3: Hackathon experience during the JOB & ORIENTA Event - Novembre 2019, Verona, Italy.

Duration of the video: 5 minutes

Topic of the interview nr 4: The third Hackathon experiences during the "HOME TOGETHER Event" - Focus on energy and green sector - Milan, January 2020.

Duration of the video: 5 minutes

Topic of the interview nr 5: The last Hackathon experience of ITS Foundation - Hackathon Green Recovery - October 2020., Final Borgo, Savona, Italy.

Duration of the video: 7 minutes

- **Video interviews and best practices related Future Foresight techniques**

***Duration of videos: 40 minutes / 1.30 hours lessons***

*Main speaker: Mr. Alberto Robiati, ForwardTO Director*

*Conclusion: Mrs. Elena Di Bella, Service for Mountain and Rural Development Service*

*- Metropolitan City of Turin*

*Videos extract from WORKSHOP «TOOLS TO ANALYSE NEEDS OF ELDERLY AND VULNERABLE PEOPLE» 27/01/2021 as part of the INTERREG ALCOTRA 2014-2020 project "Cuore Solidale".*

[https://youtu.be/jiu\\_WgQx00s](https://youtu.be/jiu_WgQx00s)

Topic of the video extract nr. 1: General overview on Futures Foresight Sciences

Duration of the video: 10 minutes and 30 seconds

<https://youtu.be/4YQnDAUXXLM>

Topic of the video extract nr. 2: Futures' components

Duration of the video: 12 minutes and 45 seconds

<https://youtu.be/RplS4PrP24c>

Topic of the video extract nr. 3: Futures' investigation techniques

Duration of the video: 14 minutes

## **BROWSE**

***Duration of the activity: free***

<https://www.user-participation.eu/>



<https://hackathon.guide>

<https://guide.mlh.io/>

<https://www.mediawiki.org/wiki/Hackathons/Timeline>

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## Final Test

### Lesson 1

#### CLOSED-ENDED QUESTIONS

1. What is Project Cycle Management?
    - a. a method of project management-oriented to the stakeholder and based on the cyclic review of each phase results;
    - b. the recommended approach in EU, USA and Japan;
    - c. a project management method in which any phase can be performed at any time;
    - d. a project management method so efficient that it does not need stakeholder involvement.
  2. What is the Logical Framework Matrix?
    - a. a technique by which objectives, results and activities are correlated in an objective, safe and logical manner;
    - b. a technique that can only be used once in the project cycle management phases;
    - c. a simple technique that uses a table and a Gantt chart;
    - d. a technique correlated with the development of the project over time.
  3. Which are the main phases of Project Cycle Management?
    - a. Programming; Identification; Formulation; Implementation; Evaluation.
    - b. Programming; Identification; Formulation; Implementation; Reporting.
    - c. Programming; Identification; Formulation; Evaluation; Audit.
    - d. Analysis; Identification; Formulation; Implementation; Evaluation.
  4. Which category of people should be involved continuously in a project?
    - a. stakeholders;
    - b. donors;
    - c. spiritual leaders;
    - d. central officials.
  5. Which is the lowest level of deployment in the Logical Framework Matrix?
    - a. activities;
    - b. results;
    - c. purposes;
    - d. overall objective.
  6. Why are indicators included in the Logical Framework Matrix?
    - a. to measure the success;
    - b. to give the feeling of precision;
-



- c. because they are required by stakeholders;
- d. to measure competence.

## **Lesson 2**

### **CLOSED-ENDED QUESTIONS**

1. Major reasons for cooperation are:
  - a. networking / bundling financial resources / joint actions;
  - b. networking / joint actions / conflicts.
  
2. Some examples for funding programs are
  - a. Interreg, Leader, Erasmus+;
  - b. Interreg, Erasmus+, DaVinci.
  
3. Cross-border-cooperations
  - a. are highly important as approx. 37,5% of the EU population lives in border areas;
  - b. do not play a major role in the EU.
  
4. Please name 3 characteristics of cooperations in general
  - a. different parties involved / agreement on requirements / partly independent;
  - b. final decision through “head of cooperation”/ different parties involved / agreement on requirements;
  - c. different parties involved / partially formalized / only representatives of high social levels.
  
5. Please name 3 challenges of cooperations
  - a. different standards / conflict of goals / good planning;
  - b. financial matters / conflict of interests / language barriers;
  - c. Different politico-administrative systems / cooperative team / borders.

## **Lesson 3**

### **CLOSED-ENDED QUESTIONS**

1. What participatory and collaborative planning is?
    - a. Collaborative planning is a participatory approach to design policy/project action which implies the active involvement of stakeholders;
    - b. Collaborative planning is a process in which a group of people has the same problem and wants to develop a needs analysis to evaluate possible solution;
-



- c. Collaborative planning is a process through which a group of people starts to work together.
2. What is the role of facilitator in participatory approach?
    - a. The role of the facilitator is to support collaborative planning allowing different views to be expressed and shared by all in order to help build consensus when decisions must be made;
    - b. The facilitator is a person responsible for leading or coordinating the work of a group and he/she is responsible for the external communication regarding final deliverables of the group;
    - c. The facilitator is a person who teaches the principles of a collaborative planning to a group of learners.
  3. Phases of Participatory process:
    - a. co-design, debate, analysis, monitoring and evaluation;
    - b. definition of general framework, analysis of needs, debate, co-design, monitoring and evaluation;
    - c. Information, consultation, decide together, act together, evaluate.
  4. Who are stakeholders?
    - a. The target group to whom project activities are addressed;
    - b. Local actors that want to be informed by the project manager about the activities;
    - c. Individuals, groups or organizations that may affect or be affected by a project/program/initiative.
  5. Among these methods, which are the most suitable in collecting information on needs and problems?
    - a. Focus groups, Lego Serious play and Hackaton;
    - b. Focus groups, brainstorming and neighborhood walk/outreach;
    - c. Focus group, Open space technology and metaplan.

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## Glossary

### Lesson 1

**Assumption** - a condition that needs to be met if a project is to be successful;  
beneficiary - someone who benefits from the project;

**Donor** - someone, usually an organisation, who gives money for a project;

**Evaluation** - assessment carried out at, or after, the end of a project to show its impact;

**Goal** (overall objective) - the wider development objective;

**Identification** - when a community priority need is agreed which a project can address;

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**Implementation** - when a project is actually carried out;  
**Indicator** - a sign showing progress towards achieving objectives;  
**Logical framework approach** (matrix) – management technique enabling the user to logically deploy activities starting from an overall objective;  
**Monitoring** - a continuous process of measuring progress towards objectives;  
**Needs assessment** - the process of identifying and understanding people's needs;  
**Objective** - a general word used for a desired change;  
**Project cycle management** – management strategy focused on typical cyclic project development;  
**Purpose** - the specific change that the project will make to contribute to the goal;  
**Review** - an occasional assessment of project progress;  
**Risk** - the chance of something bad happening;  
**Stakeholder** - a person with an interest in, or concern for, a project that an organisation carries out;  
**Sustainability** – property of a project ensuring that the benefits continue;  
**Terms of reference** - a document outlining what is expected of a person's or an organisation's piece of work.

## Lesson 2

**Top-down-approach** - A "top-down" approach is where an executive decision maker or other top person makes the decisions of how something should be done. This approach is disseminated under their authority to lower levels in the hierarchy, who are, to a greater or lesser extent, bound by them.

**SDG** - The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

**EGTC** - The EGTC (European Grouping of Territorial Cooperation) is the first European cooperation structure with a legal personality defined by European Law, designed to facilitate and promote territorial cooperation (cross-border, transnational, and interregional cooperation), in view of strengthening the economic and social cohesion of the European territory.

**Cooperation** - the fact of doing something together or of working together towards a shared aim.

**Private public partnership** - PPPs can be understood as networks, since PPPs are involved with usually more than two and often a range of public, hybrid and private players.



### Lesson 3

#### CLOSED-ENDED QUESTIONS

##### **Participatory planning**

Participatory planning is a methodology and a process which implies the active involvement of citizens/final users, stakeholder, associations, institutions, companies interested in the production of a good or service, or in the implementation of a project on an established territory/area.

##### **Participatory approach**

The participatory approach is a process and a methodology which implies the active involvement of stakeholders (citizens/final users, associations, institutions, companies, etc.) interested in the design and implementation of a policy/project/action to foster community development on an established territory.

##### **Participatory methods**

Participatory methods (PMs) include a range of activities with a common thread: enabling ordinary people to play an active and influential part in decisions which affect their lives. This means that people are not just listened to, but also heard, and that their voices shape outcomes.

##### **Bottom-up approach**

A "bottom-up" approach to changes is one that works from the grassroots—from many people working together, causing a decision to arise from their joint involvement. A decision by several activists, students, or victims of some incident to take action is a "bottom-up" decision.

##### **Hackathon**

“Hackathon” is a participatory activity of short duration, where people come together to solve some real-life problems (challenges), in a friendly and fair competition. It provides a space and a time for participants to make progress on problems they are interested in and an opportunity to learn about specific topics (subject of the hack).

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#### **Main Resources/ Selected Bibliography**

##### **Lesson 1**

##### **Websites list and bibliography**

Freer Spreckley, Project Cycle Management Toolkit, Local Livelihoods Ltd., 2001;

<https://www.evalpartners.org/sites/default/files/Project%20Cycle%20Management%20Toolkit%20-%203rd%20Edition%202009.pdf>

How to write a logframe: a beginner’s guide, article in The Guardian newspaper; <https://www.theguardian.com/global-development->



[professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide](https://professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide)  
Logical Framework Approach [in Iceland];  
[https://www.byggdastofnun.is/static/files/IPA/LogframeApproach\\_LogframeMatrix.pdf](https://www.byggdastofnun.is/static/files/IPA/LogframeApproach_LogframeMatrix.pdf)  
Logical Framework Matrix, Carelia Cross-Border Cooperation, 2012;  
<https://kareliacbc.fi/sites/default/files/assets/images/Logical%20framework%20matrix.pdf>  
Logical Framework, Swiss Academy for Development;  
[https://www.sportanddev.org/sites/default/files/downloads/logical\\_framework.pdf](https://www.sportanddev.org/sites/default/files/downloads/logical_framework.pdf)  
Project Cycle Handbook, Terre des hommes, 2012;  
[https://www.tdh.ch/sites/default/files/tdh\\_mcp\\_en\\_interactif\\_docprinc\\_23-10-12\\_-\\_mono\\_ok\\_0.pdf](https://www.tdh.ch/sites/default/files/tdh_mcp_en_interactif_docprinc_23-10-12_-_mono_ok_0.pdf)  
Project Cycle Management – A Quick Guide, by ProjectManager;  
<https://www.projectmanager.com/blog/project-cycle-management-a-quick-guide>  
Project Cycle Management - Technical Guide, issued by FAO, 2001;  
<http://www.fao.org/3/ak211e/ak211e00.pdf>  
Project Cycle Management - Training Handbook, issued by Information Training and Agricultural Development (UK), 1999; [https://caricom.org/wp-content/uploads/EC\\_PCM\\_Training\\_Handbook.pdf](https://caricom.org/wp-content/uploads/EC_PCM_Training_Handbook.pdf)  
Project Cycle Management Guidelines, issued by European Commission, 2004;  
[https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403\\_en.pdf](https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403_en.pdf)  
Rachel Blackman, Project Cycle Management, Tearfund, 2003;  
<https://www.pm4dev.com/resources/manuals-and-guidelines/124-project-cycle-management-tearfund/file.html>  
The Logical Framework - A Manager's Guide, USAID;  
<https://www.usaid.gov/sites/default/files/documents/1865/The-Logical-Framework-A-Managers-Guide.pdf>

### **Videos**

Project Cycle Management, (15 minutes, produced by Development Cooperation Network), <https://slideplayer.com/slide/3891911/>

Logical Framework Matrix - Quick Start, (23 minute, produced by Accelerate Project Now – Terry Schmidt);  
<https://www.youtube.com/watch?v=7jCyBEZs7nA>

Supplementary activities

### **READ**



Project Cycle Management Guidelines, issued by European Commission, 2004  
[https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403\\_en.pdf](https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403_en.pdf)

(entire book)

Project Cycle Management Toolkit, Freer Spreckley, 2001

<https://www.evalpartners.org/sites/default/files/Project%20Cycle%20Management%20Toolkit%20-%203rd%20Edition%202009.pdf>

(entire book)

The Logical Framework - A Manager's Guide, USAID;

<https://www.usaid.gov/sites/default/files/documents/1865/The-Logical-Framework-A-Managers-Guide.pdf>

(entire book)

### **WATCH**

Project Management Fundamentals (31 minute; issued by 365)

<https://www.youtube.com/watch?v=rBSCvPYGnTc>

### **BROWSE**

How to write a logframe: a beginner's guide, article in The Guardian newspaper

<https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide>

Logical Framework Approach [in Iceland]

[https://www.byggdastofnun.is/static/files/IPA/LogframeApproach\\_LogframeMatrix.pdf](https://www.byggdastofnun.is/static/files/IPA/LogframeApproach_LogframeMatrix.pdf)

### **Lesson 2**

#### **Website list**

<https://alpenallianz.org/en/about-us>

<https://www.alpenstaedte.org/aktivitaeten/>

<https://euregio-senzaconfini.eu/de/>

<https://www.interreg.net/en/gestione.asp#accept-cookies>

<https://www.interreg-bayaut.net/>

<http://it.marittimemercantour.eu/gect>

<https://portal.cor.europa.eu/egtc/about/Pages/egtc.aspx>

<https://www.undp.org/sustainable-development-goals>

[https://en.wikipedia.org/wiki/Top-down\\_and\\_bottom-up\\_design](https://en.wikipedia.org/wiki/Top-down_and_bottom-up_design)



## Bibliography

Beck, J (2018) Cross-Border Cooperation: Challenges and Perspectives for the Horizontal Dimension of European Integration

Koch, C; Buser, M (2006) Emerging metagovernance as an institutional framework for public private partnership networks in Denmark in: *International Journal of Project Management* 24 (2006)

## Lesson 3

### Website list

<https://www.minambiente.it/pagina/la-snsvs>

Ministero dell'Ambiente e della Tutela del Territorio e del Mare (2017), *Strategia nazionale per lo sviluppo sostenibile* (in Italian)

<https://sdgs.un.org/goals>

United Nations website on the 17 goals (in English, French and Spanish)

<https://cor.europa.eu/en/engage/studies/Documents/Spatial-planning-new-urban-agenda.pdf>

Spatial planning and governance within EU policies and legislation and their relevance to the New Urban Agenda

### Bibliography (in English and Italian)

Bishop J. (2015), *The Craft of Collaborative Planning: People working together to shape creative and sustainable places*, Taylor & Francis Ltd, Abingdon.

Bobbio L. (2004), *A più voci. Amministrazioni pubbliche, imprese, associazioni e cittadini nei processi decisionali inclusivi*, Edizioni scientifiche italiane, Napoli.

Brunod M. (2005), *Aspetti metodologici nella progettazione partecipata*, *Rivista Spunti*, 9, 127 – 134, Milano.

Geilfus F. (2008), *80 tools for participatory development. Appraisal, Planning, Follow-up and Evaluation*. Inter-American Institute for Cooperation on Agriculture (IICA).

Holman P. Devane T. Cady S. Adams W.A. (2007), *The Change Handbook: Group Methods for Shaping the Future*, Berrett-Koehler Publishers, San Francisco.

Sclavi M. (2003), *Arte di ascoltare e mondi possibili. Come si esce dalle cornici di cui siamo parte*, Mondadori, Milano.



Sclavi M. (2007), *The Bronx and the Art of Listening. Toward a Sociology of the Humorous Transformation of Pains and Anxiety into Creative Conflict Management*, Postface to the English edition of the book *An Italian Lady goes to the Bronx*, IPOC Press, Milano.

### Downloadable documents

<https://ctb.ku.edu/en>

*Website collecting tools and documents for evaluating local resources and promoting participation and problem solving/conflict resolution.*

<https://servicedesigntools.org/>

*Website collecting communication methods and tools to support design process*

<https://www.user-participation.eu/it/>

*Toolbox containing methods for participatory planning and innovation in urban policies (Interreg Central Europe)*

[https://archive.unu.edu/hq/library/Collection/PDF\\_files/CRIS/PMT.pdf](https://archive.unu.edu/hq/library/Collection/PDF_files/CRIS/PMT.pdf)

*Participatory methods toolkit*

<http://repiica.iica.int/docs/B1013I/B1013I.pdf>

*80 tools for participatory development*

## 7.3 LEARNING ACTIVITY 3

### Title of learning activity

### LEARNING ACTIVITY 3

*Using specific digital tools to understand and analyze the characteristics of territories and communities, to foster and strengthen the participation of the different actors and create new development scenarios*

### Learning activity description

The first lesson seeks to draw into focus the use of mathematical and statistical tools and models both in the description and simulation of the different phenomenologies of the area of reference, with regards to the application and development of appropriate technologies.



The second lesson introduces digital marketing and communication tools, analysing their advantages and disadvantages. The objectives of digital marketing and digital marketing platforms are also highlighted.

**Learning activity  
duration:**

8 hours

TOTAL ECVET POINTS: 0,48

- LESSON N. 1: 4 hours – 0,24 ECVET POINTS
- LESSON N. 2: 4 hours – 0,24 ECVET POINTS

**Learning activity aim**

Lesson 1:

- Understanding the nature and structure of the statistical data set;
- Understanding the nature of the problem to be solved and being able to choose the proper statistical test or method;
- Interpreting the results of the statistical test or method correctly and subsequently being able to give the right answer to the present problem.

Lesson 2:

- Understanding digital marketing and using it as a strategic tool to reach different actors and territories.

**Coordinator**

LESSON 1: UPB

LESSON 2: YASAR UNIVERSITESI

**Course Plan and  
Course Contents**

**Lesson 1: Basics of Statistical Analysis and Statistical Data Research**

**TRAINER PRESENTATION**

***Duration of presentation (ppt): 1 hours (equivalent) / 20 minutes presentation / 25 slides***

*Topics:* Definition of Statistics  
Probability and Frequency  
Statistical Distribution  
Statistical Indicators  
Statistical Tests

**READ**

***Duration of the activity: 30 minutes***

**Basics of Statistics**



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Isotalo, J. (2014). *Basics of statistics*. CreateSpace Independent Publishing Platform.

Available at:

[https://www.schoollearningresources.com/PDF/ Basics%20of%20Statistics.pdf](https://www.schoollearningresources.com/PDF/Basics%20of%20Statistics.pdf)

- Chapter 1.1. What is Statistics?
- Chapter 1.2. Population and Sample
- Chapter 1.5. Statistical data analysis
- Chapter 2.2. Organization of the data
- Chapter 3.1. Qualitative variable
- Chapter 3.2. Quantitative variable
- Chapter 6.3. Normal distribution

#### **WATCH**

***Duration of video: 20 minutes / 1 hour equivalent***

**What Is Statistics? [and For What Is It Useful?]**

(13 minutes)

<https://www.youtube.com/watch?v=sxQaBpKfDRk&t=291s>

**Choosing which statistical test to use**

(10 minutes)

<https://www.youtube.com/watch?v=rulIUANO3w>

#### **BROWSE**

***Duration of activity: 30 minutes***

**Statistics – How to?**

<https://www.statisticshowto.com/statistics-basics/>

Browse the topics mentioned of trainer presentation

#### **DO**

***Duration of the activity: 1 hour***

Solving 2 statistical problems using predefined tests in Excel. (Excel file is provided.)

How to apply different tests and methods in Excel are described in the “Supplementary Activities” section.

Trainers are provided with the file containing the solutions.

#### **Supplementary activities related to lesson 1**

#### **READ**

Watkins, J. C. (2016). *An introduction to the science of statistics: From theory to implementation*. Preliminary edition. Available at <https://www.math.arizona.edu/~jwatkins/statbook.pdf> (April 2021)



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## **WATCH**

### **An Introduction to Statistics**

(42 min)

<https://www.youtube.com/watch?v=kyjlxslW1Is&t=15s>

### **The JASP Workspace: Beginners Guide**

(17 min)

<https://www.youtube.com/watch?v=OfT7JIS0is4>

### **How To: Install Excel Analysis ToolPak**

(2 min)

<https://www.youtube.com/watch?v=9CWGxlDOy2I>

### **Descriptive Statistics in Excel Using the Data Analysis Tool**

(including the installation of the plug-in)

(6 min)

<https://www.youtube.com/watch?v=pfYhwy3wN14>

### **How To Calculate Z Scores in Excel**

(4 min)

<https://www.youtube.com/watch?v=oeljG6kU5S4&t=11s>

### **How To... Calculate Cronbach's Alpha in Excel**

(8 min)

<https://www.youtube.com/watch?v=Hgf22LMcOHc>

### **Null Hypothesis, p-Value**

(16 min)

<https://www.youtube.com/watch?v=YSwmpAmLV2s>

### **Chi Square Test for Independence (using p-value)**

(including how to do a Pivot Table)

(11 min)

[https://www.youtube.com/watch?v=P5z\\_ofJS9zM](https://www.youtube.com/watch?v=P5z_ofJS9zM)

### **Chi-square Tests with Excel (entire calculation)**

(14 min)

<https://www.youtube.com/watch?v=yW8Hz6i2wNE>

### **How To Perform T-Tests in Microsoft Excel**

(4 min)

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<https://www.youtube.com/watch?v=q0ckcKsSPXU&list=PLxHjLUbDs-WGyyRD1VrSAMBpv2z3oKfZy>

### **How to Calculate ANOVA with Excel**

(15 min)

<https://www.youtube.com/watch?v=Ke9ttUj7AQc>

### **Pearson Correlation Explained (Inc. Test Assumptions)**

(16 min)

<https://www.youtube.com/watch?v=e4ApDqG6MGE>

### **BROWSE**

#### **Basic Statistics and Probability**

[https://projects.ncsu.edu/crsc/events/ugw06/presentations/scheywar/final\\_undergrad.pdf](https://projects.ncsu.edu/crsc/events/ugw06/presentations/scheywar/final_undergrad.pdf)

### **Lesson 2: Digital marketing for the SLD: aims, tools and methodologies**

*Duration of presentation/ppt: 30 minutes*

### **WATCH**

*Duration of video / interview: 6 minutes*

[Digital Marketing In 5 Minutes | What Is Digital Marketing? | Learn Digital Marketing | Simplilearn](#)

### **BROWSE**

*Duration of the activity: 60 minutes*

#### **The European Digital Strategy**

<https://ec.europa.eu/digital-single-market/en/content/european-digital-strategy>

#### **Topics covered:**

*Technology that works for people*

*A fair and competitive digital economy*

*An open, democratic and sustainable digital society*

*Europe as a global digital player*

**READ: 60 minutes**

[https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age_en)

#### **Topics covered:**

*Europe's Digital Decade*

*Shaping Europe's Digital Future*

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[https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age/digital-markets-act-ensuring-fair-and-open-digital-markets\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age/digital-markets-act-ensuring-fair-and-open-digital-markets_en)

**Topics:**

*New rules for digital marketing activities in Europe*

**Final Test**

**Lesson 1**

**CLOSED-ENDED QUESTIONS**

1. What is the use of statistics?
  - a. Manage and make sense of complex information, in order to make the right decisions;
  - b. Understand the reality in all its complexity;
  - c. To offer 100% sure results;
  - d. Manage and make sense only of symbolic information, in order to make the right decision.
  
2. Which of the following conditions must be met when selecting the elements of a sample?
  - a. Sample should be representative and large enough;
  - b. Sample should have only numerical values and around 30 elements;
  - c. Sample should have only categorical values and around 100 elements;
  - d. Sample should include more than 300 elements.
  
3. What should be done before processing the data set?
  - a. The data set should be verified in terms of reliability and accuracy;
  - b. The data set should be tested with ANOVA;
  - c. The data set should be inspected visually;
  - d. The mean of the data set should be calculated.

**Lesson 2**

**CLOSED-ENDED QUESTIONS**

1. Which of the following is NOT one of the disadvantages of digital marketing?
  - a. Copyright issues;
  - b. Hard to adopt older users;
  - c. The lack of trust;
  - d. Dialogue with and among users;
  - e. The cash on delivery system.
  
2. Please list and explain the key performance indicators of digital marketing.  
**Conversion rate:** This is the proportion of visitors to your site who go on to perform a predefined action



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**Page views:** This is the number of pages viewed by your visitors over a given period.

**Absolute unique visitors:** The number of individuals who visited your site over a given period

**New vs returning visitors:** The proportion of your visitors who have been to your site before,

**Bounce rate:** The bounce rate is the number of people who arrive on your site, and then leave again having only looked at that single landing page.

**Abandonment rate:** It basically highlights the proportion of your visitors who start down a predefined conversion funnel (a series of pages leading to a target action or conversion) but bail out before committing to the desired action.

3. Please explain the three categories of media in digital environment.

**Paid media:** Also known as bought media, a direct payment occurs to a site owner or an ad network when they serve an ad, a sponsorship or pay for click, lead or sale generated.

**Owned media:** Different forms of online media controlled by a company including their website, blogs, email list and social media presence.

**Earned media:** The audience is reached through editorial, comments and sharing online.

## Glossary

### Lesson 1

**ANOVA** – tests used to find if two or more data groups are similar

**Chi-square test** – test used to find if there is a difference between the “expected” values of a model and the values actually “obtained”.

**Correlation test** – test used to find if there is a correlation between two variables.

**Cronbach’s alpha coefficient** – a test score reliability coefficient.

**Frequency** - the number of times a certain observation occurred in a survey or experiment.

**Mean** – the value computed by dividing the sum of a set of terms by the number of terms.

**Median** – the value separating the higher half from the lower half of a string of values.

**Probability** - the chance that a given event will occur (practically, it is a number between 0 and 1).

**Range of variation** – the interval in which span the values of a variable.

**Standard deviation** - the measure of the dispersion of a set of data from its mean.

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**Statistical distribution** - the mathematical function that indicates the probable frequency of appearance of a certain value.

**Statistics** - the discipline that helps to organize, present complex numerical information, process and interpret data and reach logical and objective conclusions, in order to make effective decisions.

**Z-Score** - the number of standard deviations by which the value is above or below the mean value.

## Lesson 2

**Mobile Marketing:** Mobile Marketing is a set of practices that enables organizations to communicate and engage with their audience in an interactive and relevant manner through any mobile device or network.

**Search Engine Optimization (SEO):** SEO has a dominant role in the digital promotion strategy since it influences the positioning of digital channels available to an organization such as web sites, blogs, social network accounts, etc. So, web pages can be optimized to become "the most attractive" for the search engines to be first displayed when searches are performed using browsers.

**Digital marketing:** Digital marketing is the application of digital media, data and technology integrated with traditional communications to achieve marketing objectives.

**Social network:** A site enabling community interactions between different consumers (C2C model). Typical interactions include posting comments and replies to comments, sending messages, rating content and tagging content in particular categories. Well-known examples include Bebo, Facebook, MySpace and (B2B) LinkedIn.

**Mass customization:** Using technology to create tailored marketing messages or products for individual customers or a group of similar customers, yet retain the economies of scale of mass marketing or production.

## Main Resources/ Selected Bibliography

### Lesson 1

Everitt B. S., Skrondal, A. (2010), *The Cambridge Dictionary of Statistics*, Cambridge University Press

Isotalo, J. (2014). *Basics of statistics*. CreateSpace Independent Publishing Platform.

### Videos

**What Is Statistics? [and For What Is It Useful?]** (13 minutes), <https://www.youtube.com/watch?v=sxQaBpKfDRk&t=291s>

**Choosing which statistical test to use,** (10 minutes), <https://www.youtube.com/watch?v=rulIUANOU3w>



## Lesson 2

### Website list

Digital marketing strategies that Millennials find appealing

[https://www.tandfonline.com/doi/abs/10.1080/0965254X.2011.581383?casa\\_token=9zGOsT9KDZwAAAAA%3ABybfig76QtzKFD4iXWp8XpvHan1MH7clkHz1EtZ-](https://www.tandfonline.com/doi/abs/10.1080/0965254X.2011.581383?casa_token=9zGOsT9KDZwAAAAA%3ABybfig76QtzKFD4iXWp8XpvHan1MH7clkHz1EtZ-UAA3YduDIDoNtGtMvxcglyNr9H1dp8jfXw5N_7sM&journalCode=rjism20)

[UAA3YduDIDoNtGtMvxcglyNr9H1dp8jfXw5N\\_7sM&journalCode=rjism20](https://www.tandfonline.com/doi/abs/10.1080/0965254X.2011.581383?casa_token=9zGOsT9KDZwAAAAA%3ABybfig76QtzKFD4iXWp8XpvHan1MH7clkHz1EtZ-UAA3YduDIDoNtGtMvxcglyNr9H1dp8jfXw5N_7sM&journalCode=rjism20)

Digital marketing: A framework, review and research agenda

[https://www.sciencedirect.com/science/article/abs/pii/S0167811616301550?casa\\_token=3zajug8egMkAAAAA:MRAMI7KimsscDOQVbJC7yTISIDpa2kUzBKblDbpJOsHsQLvmaGGegqJZ7jQDRqEBzHj\\_uLWaqnb-](https://www.sciencedirect.com/science/article/abs/pii/S0167811616301550?casa_token=3zajug8egMkAAAAA:MRAMI7KimsscDOQVbJC7yTISIDpa2kUzBKblDbpJOsHsQLvmaGGegqJZ7jQDRqEBzHj_uLWaqnb-)

The European Digital Strategy

<https://ec.europa.eu/digital-single-market/en/content/european-digital-strategy>

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Chaffey, D., & Ellis-Chadwick, F. (2016). *Digital Marketing - Strategy, Implementation and Practice*. London: Pearson.

Chaffey, D., & Smith, P. R. (2017). *Digital Marketing Excellence - Planning, Optimizing and Integrating Online Marketing*. London: Routledge.

Charlesworth, A. (2018). *Digital Marketing- A Practical Approach*. Routledge: New York.

Herhausen, D., Miocevic, D., Morgan, R. E., & Kleijnen, M. H. (2020). *The digital marketing capabilities gap. Industrial Marketing Management, 90*, 276-290.

Kannan, P. K., & Li, H. (2017). *Digital marketing: A framework, review and research agenda*. *International Journal of Research Marketing, 34*(1), 22-45.

Ryan, D. (2014). *Digital Marketing - Marketing Strategies for Engaging Digital Generation*. London.

## 8. EESLD PROFILE AND THE PILOT COURSE: A COMPETENCIES MAP

COMPETENCIES AND INTERNSHIP	Hours Professional Profile Designed	Piloting activities	H
GENERAL BASIC SKILLS COMMON TO ALL COURSES OF HIGHER TECHNICAL TRAINING	120		



	COMPETENCIES AND INTERNSHIP	Hours Professional Profile Designed	Piloting activities	H
Competence n. 1	<b>UNDERSTANDING, ANALYZING AND APPLYING SUSTAINABLE LOCAL DEVELOPMENT PRINCIPLES</b>	300		
	Understanding the dimensions and principles of Local Development between Government and Governance			
	Knowing the policies supporting Local Development and sustainability of local territorial systems		LA 1 Lesson 1 European policies for sustainable local development	4
	Understanding the local dimension in sustainable development processes			
	Knowing how to implement territorial governance - Tools and procedures			
	Participating in the definition of local tools to support strategic planning of the territories			
	Participating in the definition of territorial marketing strategies in a sustainable way			
	Knowing the different levels of welfare and the actors involved			
	Mapping and analyzing the stakeholders' network			
Focusing on interconnected policy areas: Integrated policies of sustainable tourism, Rural development and mountain and peripheral areas safeguard, Sustainable urban and territorial regeneration, Circular economy, Generative welfare and social innovation, Communities resilient to hydrogeological risks, Sustainable mobility				
Competence n. 2	<b>PROJECT AND CO-PROJECT: FROM COMMUNITY POLICIES TO STRATEGIES FOR SUSTAINABLE LOCAL DEVELOPMENT</b>	300		
	Knowing the European policies for cohesion, competitiveness and cooperation			
	Knowing the EU support framework and implementation tools			
	Understanding national and regional policies and tools supporting Local Development		LA 1 Lesson 2: Regional policies in 2014 - 2020 and 2021-2027 at a glance	4
	Understanding policies and tools supporting Local Development promoted by private entities			
Mastering and applying Project management techniques		LA 2 - Lesson 1 The Project Cycle Management (PCM) approach and beyond	8	



	COMPETENCIES AND INTERNSHIP	Hours Professional Profile Designed	Piloting activities	H
	Mastering methods of analysis and writing of projects. Participate in the different phases of a project and/or an application dossier writing			
	Mastering budget design techniques and reporting rules: analysis of expenditure items and scenarios. Participate in the drafting of a budget			
	Knowing the main reporting rules, typically related to the use of structural funds and, in general, of public funding			
	Understanding and knowing the principles of feasibility and sustainability of a project			
	Analyzing and using Collaborative Design and Systemic Design techniques for the design of sustainable local development interventions			
	Knowing the main participatory planning techniques and direct involvement of the beneficiaries			LA 2 Lesson 3: Participatory planning: an asset for sustainable development
Competence n. 3	<b>RECOGNIZING, MAPPING AND EXPERIMENTING FINANCING RELATED INTERVENTIONS, IMPACTING AT LOCAL, MARGINAL AND PERIPHERAL LEVEL</b>	150		
	Analyzing and participating in the implementation phases of public-private partnerships: guidelines for partnerships development			
	Mapping the main financial actors			
	Knowing the general principles of public finance			
	Mapping and knowing the main "classic" financing tools			LA 2 - Lesson 2: Local, Cross-border and Transnational cooperation for Sustainable Local Development
	Mapping and knowing the main innovative tools (financial and non-financial) - Impact investing.			
Competence n. 4	<b>USING SPECIFIC DIGITAL TOOLS TO UNDERSTAND AND ANALYZE THE CHARACTERISTICS OF TERRITORIES AND COMMUNITIES, IN ORDER TO FOSTER AND STRENGTHEN THE PARTICIPATION OF THE DIFFERENT ACTORS AND CREATE NEW DEVELOPMENT SCENARIOS</b>	130		
	Knowing the basics of statistical analysis and statistical data research at different levels		LA 3 - Lesson 1 basics of statistical analysis and statistical data	4



	COMPETENCIES AND INTERNSHIP	Hours Professional Profile Designed	Piloting activities	H
			research: -Know the basics of statistical analysis and statistical data research at different levels -Know the basics of marketing and digital marketing	
	Knowing the basics of marketing and digital marketing		<b>LA 3 - Lesson 2</b> Digital marketing for the SLD: aims, tools and methodologies	4
	Knowing the evolution of social innovation through digitalization - Knowing and using tools and applications to support the participation of Local Communities			
	Knowing and using the basic functions of the GIS - Geographic Information System tools			
	Knowing and using main tools for project management - CPM			
Competence n. 5	<b>KNOWING AND APPLYING THE MAIN CURRENT REGULATIONS, PARTICULARLY IN RELATION TO RURAL, URBAN, SUSTAINABLE AND TERRITORIAL DEVELOPMENT</b>	80		
	Knowing and applying European, national and regional regulations			
<b>INTERNSHIP OR PROJECT WORK</b>		<b>720</b>		
<b>TOTAL</b>		<b>1800</b>		<b>38</b>

## 9. THE E-PLATFORM: LINK AND CONTENTS

The SKILLED Project offers free access to the experimental course for EESLDs:

- 1) Click on the project website [www.skilled-project.eu](http://www.skilled-project.eu)



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- 2) Follow the following path: Piloting course → registration.
- 3) Add all required information and submit the form.
- 4) Use the login and password provided by the system to access the e-learning platform [www.campus.fundacionpascualtomas.org](http://www.campus.fundacionpascualtomas.org) (click on "LOGIN" area).
- 5) The platform link can also be reached from the project website [www.skilled-project.eu](http://www.skilled-project.eu) → "PILOTING COURSE → PLATFORM ACCESS.



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[Links](#) [CONTACT US](#)



The **Eu Sustainable Development Strategy** considers the creation of sustainable communities as the way to improve life quality and to pursue a low-carbon economy path. This entails a planning of sustainable local development able to integrate needs of peripheral areas, tackling the Eu polycentric tendency, in order to maintain their economic activity and attractiveness. The starting point is a sustainable local development able to intercept green economy sectors, through a multidisciplinary approach. An approach difficult to tackle especially in non-urban areas where local authorities lack enough resources to train or hire a professional ad hoc. The result is often a fragmented local planning, increasing territorial polarization.



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lunedì 18 ottobre 2021



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Piloting Course "European Expert in Sustainable Local Development"

Área personal Mis cursos Piloting Course "European Expert in Sustainable Local Development"

Welcome to the Piloting Course of  
European Expert in Sustainable Local Development  
For any questions or queries, you can contact in the email:  
**skilled@fundacionpascualtomas.org**  
or in the "messaging" block

Instructions for filling out questionnaires or assessments  
Quick navigation guide for students  
Notice

Estado de Finalización

AHORA

Coloque el puntero del ratón encima o toque la barra para más información.

Vista general de estudiantes

Mensajería avanzada

Vista

Informes Avanzados

Informe de seguimiento

Usuarios en línea

1 usuario online (últimos 5 minutos)  
Sylvia Casorzo

Estadísticas del curso

Tiempo requerido  
Requiere 100%

5.2%

INFORMATION AND PARTICIPATION AREA



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In the e-platform it is possible to use many didactical materials, which are free for all:

- VIDEO with voiceover in English:



- Interviews with qualified witnesses and stakeholders - examples



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Navigation: Área personal | Mis cursos | **Piloting Course "European Expert in Sustainable Local Development"**

LEARNING ACTIVITY 1. LESSON 2 | **Bartolome's Interview**

### Bartolome's Interview

Entrevista Bartolomé Nofuentes

Anterior | Siguiente

Navigation: Área personal | Mis cursos | **Piloting Course "European Expert in Sustainable Local Development"**

LEARNING ACTIVITY 2. LESSON 2 | **Interview: Gudrun Schick, Regional Coordinator Interreg Programme**

### Interview: Gudrun Schick, Regional Coordinator Interreg Programme

Anterior | Siguiente



- Tests and questions – examples

The screenshot shows a web interface for a course. At the top, there is a navigation bar with the logo of 'FUNDACIÓN PASCUAL TOMÁS' and links for 'Catálogo de cursos', 'Comunicación', and 'Ayuda'. Below the navigation bar, the course title 'Piloting Course "European Expert in Sustainable Local Development"' is displayed. A breadcrumb trail shows the user's path: 'Área personal' > 'Mis cursos' > 'Piloting Course "European Expert in Sustainable Local Development"' > 'LEARNING ACTIVITY 2. LESSON 3' > 'Quiz: LEARNING ACTIVITY 2 LESSON 3' > 'Vista previa'. The main content area displays a quiz question: 'Pregunta 5' with a status of 'Sin responder aún' and a value of 'Puntúa como 2,00'. The question text is 'What is the role of facilitator in participatory approach?' and it has three multiple-choice options: 'a. The facilitator is a person who teaches the principles of a collaborative planning to a group of learners', 'b. The role of the facilitator is to support collaborative planning allowing different views to be expressed and shared by all in order to help build consensus when decisions must be made', and 'c. The facilitator is a person responsible for leading or coordinating the work of a group and he/she is responsible for the external communication regarding final deliverables of the group'. A 'Marcar pregunta' button is visible next to the question details.



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Catálogo de cursos    Comunicación    Ayuda

## Piloting Course "European Expert in Sustainable Local Development"

Área personal    Mis cursos    Piloting Course "European Expert in Sustainable Local Development"

LEARNING ACTIVITY 1. LESSON 2    Quiz: LEARNING ACTIVITY 1. LESSON 2    Vista previa

**Pregunta 1**  
 Sin responder aún  
 Puntuación como 1,00  
 Marcar pregunta

**Development resilience has been defined as:**

- a. The capacity at a given moment of a social group to reduce poverty in the face of any stressor or in the face of any crisis
- b. The capacity of a group of people in a specific territory, measured in twelve-month spaces, to alleviate poverty in the face of a specific crisis
- c. The capacity over time of a person, household or other aggregate unit to avoid poverty in the face of various stressors and after several crises

[Siguiente página](#)

- General presentation of the course - Flyer

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**SKILLED PROJECT**  
 SUSTAINABLE SKILLS FOR LOCAL DEVELOPER

# EUROPEAN EXPERT IN SUSTAINABLE LOCAL DEVELOPMENT

**THE PILOTING/EXPERIMENTAL COURSE**

**LOCAL DEVELOPMENT**    THE PILOTING/EXPERIMENTAL COURSE

**WHAT IS SKILLED?**  
 The SKILLED project, the result of the joint work of eight partners from Spain, Austria, Romania, Greece, Turkey, and Italy, aims to **test a new professional profile, namely the European Expert in Sustainable Local Development (EESLD)**. This profile can take part in working groups aimed at designing and implementing **territorial development plans, operating in a multidisciplinary way** and paying attention to actions supporting sustainable and local development and, specifically, the goals proposed by the **2030 Agenda**. The project also intends to create a **transnational method of validation of the competences** of the future EESLD to promote transversal tools at European level.

**THE PILOT COURSE**  
 SKILLED offers the possibility to all young people - between 20 and 35 years old, VET learners at European level - **to participate free of charge in the piloting/experimental course**. The activities are available online, in asynchronous mode and in English. At the end of the course, after succeeding in the final test, you will be awarded with a certificate of participation.

**CONTENTS**  
**LEARNING ACTIVITY 1 - 8 hours**  
**Sustainable development in the EU: the regional policy**  
 -Lesson 1: European policies for sustainable local development  
 -Lesson 2: Regional policies in 2014 - 2020 and 2021-2027 at a glance

**LEARNING ACTIVITY 2 - 22 hours**  
**Giving life to cohesion: project and co-project techniques**  
 -Lesson 1: The Project Cycle Management (PCM) approach and beyond  
 -Lesson 2: Local, Cross-border and Transnational cooperation for Sustainable Local Development  
 -Lesson 3: Participatory planning: an asset for sustainable development

**LEARNING ACTIVITY 3 - 8 hours**  
**Use specific digital tools to understand and analyze the characteristics of territories and communities**  
 -Lesson 1: basics of statistical analysis and statistical data research  
 -Lesson 2: Digital marketing for the SLD: aims, tools and methodologies

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. (Submission Number) 2019-1-ES01-KA202-064765



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